

**Frog Street Pre-K
Correlation to Maryland
Common Core State Curriculum and
Maryland State Curriculum and the
Social Foundations Framework for
Prekindergarten (age 4)**



*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Personal and Social Development

Social Emotional Regulation

Standard: Students will demonstrate healthy self-confidence

A. Demonstrates independence in a range of routines and tasks

Indicators	Citations or examples and corresponding page numbers in Teacher's Guide
1. Demonstrates healthy confidence	TG1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 61, 75, 79, 99, 130, 133, 138, 154;
2. Uses coping skills with help from others	TG2: 22, 28, 34, 37, 40, 43, 46, 47,49, 61, 63, 64, 94, 118, 153; TG3: 33,1403, 105, 106, 112,118, 123, 135, 141;
3. Show self-direction in familiar settings	TG4: 30, 31, 34, 42, 43, 46, 48, 51, 107, 108, 156; TG5: 12, 13, 28, 58, 61, 85, 100, 121;
4. Follow simple classroom rules and routines with guidance	TG6: 28, 31, 34, 37, 45, 48, 60, 109, 110, 132, 139; TG7: 28, 39, 61, 73, 75, 79, 85, 94, 99, 100, 111, 118, 142, 154 ;
5. Use classroom materials appropriately	TG8: 40, 63, 64, 100, 106, 112, 118, 141, 145, 148, 151,157; TG9: 22, 24, 28, 46, 47, 123, 131, 137, 138, 141, 144, 145, 149, 150, 159

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Personal and Social Development

Social Self-Regulation

Standard: Students will demonstrate effective social functioning in group settings and as individuals.

A. Interactions with Others

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Initiate and maintain relationships with peers and adults 2. Participate cooperatively in group activities 3. Shows empathy and concern for peers 	<p>TG1: 24, 27, 37, 49, 68, 76, 77, 79, 87, 94, 97, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 99, 101, 105, 106, 112, 118, 120, 123, 130, 154; TG3: 34, 58, 64, 70, 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 23, 25, 28, 29, 30, 31, 34, 37, 40, 41, 43, 45, 46, 47, 48, 49, 58, 66, 70, 76, 94, 95, 101, 106, 109, 111, 112, 115, 118, 148, 130, 154, 156, 157; TG5: 22, 34, 40, 41, 46, 58, 60, 61, 64, 70, 94, 106, 112, 118, 148; TG6: 22, 28, 58,63, 64, 70, 76, 83, 84, 94, 100, 106,110, 112, 118, 121, 123, 130, 132, 136, 142, 148, 154; TG7: 22, 34, 35, 39, 40, 46, 58, 63, 64, 70, 75, 76, 81, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 159; TG8: 22, 34, 40, 45, 46, 58, 63, 64, 69, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 133, 136, 137, 141, 142, 148, 151, 154, 159; TG9: 22, 28, 33, 34, 37, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 153, 154, 156</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Personal and Social Development

Social Self-Regulation

Standard: Students will demonstrate healthy self-confidence.

A. Interactions with Others

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<p>1. Shows interest in leading activities and taking responsibility during cleanup activities</p> <p>2. Begins identifying when things are not put away in designated areas</p>	<p><i>Welcome to Frog Street Pre-K Guide</i> provides suggestions for “Setting Up the Learning Environment” to facilitate children taking responsibilities in the classroom. pp. 47 – 51</p> <p>TG1: 22, 24, 26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136; TG2: 22, 28, 34, 40, 46, 58, 70, 82, 100, 105, 148; TG3: 40, 106, 111; TG4: 22, 24, 29, 30, 42, 46, 48, 107, 108, 155, 156, 157; TG5: 34, 40, 46, 100, 118; TG6: 70, 99, 112, 118, 159; TG7: 35, 40, 46, 58, 82, 105, 111; TG8: 28, 58, 118, 154; TG9: 94, 100, 106, 112, 118, 123, 152, 154, 159</p>
<p>3. Further expands areas of decision-making</p>	<p><i>Frog Street Pre-K</i> incorporates Conscious Discipline™, a comprehensive social emotional program that teaches children to manage their emotions, resolve conflicts, and make a commitment to be responsible for their actions. <i>Welcome to Frog Street Pre-K Guide</i> provides information on guiding children to be responsible throughout the day. p. 45</p> <p>TG1: 76, 87, 94, 130, 142, 148, 154 ; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156, TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Personal and Social Development

Social Self-Regulation

Standard: Students will initiates and maintains relations.

A. Expresses, understands, and responds to feelings (emotions) of others

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Communicates negative and positive emotions verbally and responds to teachers prompts and directions 2. Understands wider array of feelings (i.e., frustrated, scared, lonely) and expresses them to others 3. Seeks adult assistance for classmates who need support 4. Shows concern for peers who are upset or hurt 	<p>TG1: 22, 71, 76, 87, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155;</p> <p>TG2: 22, 28, 29, 30, 34, 40, 46, 58, 64, 70, 76, 94, 95, 100, 101, 106, 109,112, 113, 118, 120, 136, 142, 148, 154;</p> <p>TG3: 28, 34, 58, 64, 70, 71, 76, 112, 120, 136, 142;</p> <p>TG4: 22, 23, 28, 29, 30, 40, 41, 45, 48, 70, 76, 83, 84, 94, 100,101, 103, 104, 111, 112, 118, 130, 148, 156;</p> <p>TG5: 22, 28, 34, 40, 46, 58, 70, 82, 94, 112, 148, 154;</p> <p>TG6: 22, 28, 40, 46, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 136, 142, 154, 157;</p> <p>TG7: 22, 28, 35, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 111, 112, 118, 121, 130, 136, 142, 148,154;</p> <p>TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154, 159;</p> <p>TG9: 28, 24, 34, 40, 45, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 123, 130, 136, 137, 142, 143, 144, 145, 148, 154, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Personal and Social Development

Social Emotional-Regulation

Standard: Students will initiate and maintain relationships.

A. Plays and works with others cooperatively

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<ol style="list-style-type: none"> 1. Has one or more special friendships 2. Initiates interactions (i.e., talking, playing) 3. Shares materials and equipment with other children with adult modeling and support. 	<p>TG1: 28, 42, 46, 48, 63, 69, 70, 136, 142, 147; TG2: 94, 96, 99, 100, 101, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 28, 34, 40, 58, 64, 71, 94, 136, 142, 154; TG4: 45, 106, 136, 154; TG5: 76, 80, 82, 83, 94, 101, 138, 142, 148; TG6: 24, 34, 40, 118, 120, 121, 122, 123; TG7: 14, 37, 45, 94, 136, 154; TG8: 64, 76, 100, 106, 112, 136, 142, 148; TG9: 34, 82, 106, 142, 143, 144, 145, 148, 152, 153, 156</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Personal and Social Development

Social Self-Regulation

Standard: Students will initiate and maintain relationships.

A. Recognizes differences or similarities between self as compared to others

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<p>1. Identifies differences or similarities between self as compared to others (i.e., children with disability, gender, hair, color, etc.).</p> <p>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>	<p>TG1: 27, 38, 39, 44, 49, 82, 100, 106, 108, 109, 110, 114, 115, 121, 123, 131, 132, 133, 137, 142, 156, 157;</p> <p>TG2: 24, 36, 29, 31, 37, 38, 41, 61, 62, 76, 77, 85, 99, 101, 105, 106, 113, 116, 132, 133, 144, 158, 159;</p> <p>TG3: 23, 35, 44, 47, 71, 77, 83, 106, 107, 111, 115, 117, 118, 119, 120, 153, 155;</p> <p>TG4: 22, 24, 25, 26, 28, 30, 35, 40, 41, 48, 59, 80, 101, 102, 103, 109, 111, 114, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 155, 156, 157, 159;</p> <p>TG5: 51, 60, 61, 63, 65, 72, 73, 74, 75, 101, 103, 109, 113, 116, 143, 148, 157;</p> <p>TG6: 29, 31, 38, 39, 44, 69, 73, 79, 80, 81, 82, 83, 84, 85, 86, 97, 102, 105, 107, 108, 109, 119, 123, 132, 139, 147;</p> <p>TG7: 25, 31, 37, 51, 59, 71, 73, 75, 79, 81, 84, 107, 120, 121, 133, 149, 150, 152, 159;</p> <p>TG8: 25, 26, 27, 63, 75, 80, 87, 107, 108, 119, 121, 135, 136, 149, 153, 157;</p> <p>TG9: 25, 28, 45, 59, 65, 66, 68, 72, 73, 80, 81, 84, 95, 96, 97, 120, 133, 135, 139, 145, 149, 150, 151</p> <p>See From the Experts: Cultural Sensitivity on page 13 of each teacher guide.</p> <p>Special Needs Adaptations are included at point-of-use throughout the program to offer small tweaks to adjust lessons to the needs of a variety of learners.</p> <p>TG1: 38, 44, 45, 54, 60, 61, 66, 69, 107;</p> <p>TG2: 29, 59, 60, 65, 66, 84, 98, 99, 104, 158;</p> <p>TG3: 155;</p> <p>TG4: 30, 34, 59, 69, 75;</p> <p>TG5: 30, 42, 43, 47;</p> <p>TG6: 82, 83, 84, 85, 86, 87, 101;</p> <p>TG7: 40, 131, 137;</p> <p>TG8: 149;</p> <p>TG9: 29, 33, 59, 77</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Personal and Social Development

Social Self-Regulation

Standard: Students will initiate and maintain relationships.

A. Shows ability to resolve conflicts

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Identifies inter-personal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take 3 deep breaths, and then ask Caleb for another turn”). 2. Seeks adult help when solving inter-personal conflicts. 3. Seeks adult assistance for classmates who need support 4. Shows concern for peers who are upset or hurt 	<p>Conscious Discipline™ strategies are introduced daily in Greeting Circle; Children practice social emotional skills throughout the day. <i>From the Experts: Becky Bailey, Conscious Discipline™</i> writes specifically to guide children in being successful in their social and emotional endeavors during each day. (p. 12 of each Teacher Guide)</p> <p>TG1: 27, 71, 76, 87, 94, 95, 100, 106, 112, 118, 123, 130, 131, 132, 133, 136, 142, 148, 150, 151, 154, 156, 157;</p> <p>TG2: 22, 26, 28, 30, 31, 34, 38, 40, 46, 47, 58, 62, 64, 70, 76, 94, 95, 100, 101, 105, 106, 112, 113, 116, 118, 120, 136, 142, 144, 148, 154;</p> <p>TG3: 28, 34, 58, 64, 71, 76, 106, 107, 111, 112, 117, 136, 142, 153;</p> <p>TG4: 22, 23, 24, 25, 26, 28, 29, 30, 40, 41, 45, 48, 70, 76, 101, 109, 111, 112, 118, 132, 133, 136, 137, 138, 139, 144, 145, 148, 154, 156, 157, 159;</p> <p>TG5: 22, 28, 34, 40, 46, 51, 58, 60, 61, 65, 70, 73, 74, 82, 94, 109, 112, 116, 148, 154;</p> <p>TG6: 22, 28, 29, 39, 40, 46, 58, 64, 69, 70, 73, 79, 80, 81, 82, 83, 84, 85, 94, 100, 102, 105, 106, 107, 108, 109, 112, 118, 119, 123, 130, 132, 136, 142, 147, 154;</p> <p>TG7: 22, 25, 28, 31, 35, 37, 46, 58, 64, 70, 71, 75, 76, 81, 82, 84, 94, 100, 106, 111, 112, 118, 120, 130, 136, 142, 148, 154, 159;</p> <p>TG8: 27, 28, 34, 40, 46, 58, 63, 70, 75, 80, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 153, 154;</p> <p>TG9: 22, 28, 34, 40, 45, 64, 70, 76, 81, 82, 85, 94, 100, 103, 106, 108, 110, 112, 114, 115, 118, 121, 130, 136, 142, 143, 144, 145, 147, 148, 151, 154, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate self-regulation/inhibitory control

A. Control Impulses

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Avoids imitating the negative behavior of peers with minimal prompting from adults 2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk) 3. Can play the role of a teacher in game and monitor other children’s behavior and remind them to follow the rules 4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course). 5. Able to play games like Red Light, Green Light that require waiting for signal to do something with adult support 	<p>Conscious Discipline™ strategies for self-regulation are introduced in every Greeting Circle. Children are encouraged to practice strategies throughout the day. Daily Moving and Learning songs and games encourage self-regulation and interaction with others. Examples include working as a team (Theme 7: p. 39 Math Center), working with a partner (Theme 6: p. 31 Language and Literacy Center), and working in a group (Theme 7: p. 94 Moving and Learning).</p> <p>TG1: 20, 21, 25, 27, 28, 31, 33, 34, 37, 39, 40, 53, 45, 49, 51, 56, 57, 58, 61, 63, 64, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 109, 111, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 139, 141, 145, 147, 151, 153, 154, 157, 159;</p> <p>TG2: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 40, 43, 45, 46, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 82, 85, 87, 92, 93, 94, 97, 99, 100, 103, 105, 109, 111, 115, 117, 118, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 148, 151, 153, 157, 159;</p> <p>TG3: 20, 21, 22, 25, 27, 31, 33, 37, 39, 43, 45, 46, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 133, 135, 139, 141, 145, 148, 151, 157, 159;</p> <p>TG4: 20, 21, 25, 27, 28, 31, 33, 34, 37, 39, 46, 43, 45, 49, 51, 56, 57, 58, 61, 63, 64, 66, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 100, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 145, 147, 151, 153, 154, 157, 159;</p> <p>TG5: 20, 21, 25, 27, 28, 31, 33, 34, 37, 39, 53, 45, 46, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 96, 97, 99, 100, 103, 105, 106, 109, 111, 112, 115, 117, 118, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 145, 147, 148, 151, 153, 157, 159;</p> <p>TG6: 20, 21, 22, 25, 27, 28, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 112, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 142, 145, 147, 151, 153, 154, 157, 159;</p> <p>TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 106, 109, 111, 115, 117, 118, 121, 123, 128, 129, 133, 135,</p>

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139, 141, 145, 147, 151, 153, 157, 159;
TG8: 20, 21, 22, 25, 27, 31, 33, 37, 39, 40, 43, 45,46, 49, 51, 56, 57, 58, 61, 63, 67, 69, 73, 75,
79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 112, 115, 117, 121, 123, 128, 129, 133, 135,
139, 141, 145, 147, 151, 153,154, 157, 159;
TG9: 20, 21, 25, 27, 31, 33, 34, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79,
81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 106, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135,
139, 141, 142, 145, 147, 151, 153, 157, 159

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate self-regulation/inhibitory control

A. Resist Temptation

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Independently waits for an object without grabbing most of the time 2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting) 3. Can wait for a highly desired food or object, although may occasionally need reminders 	<p>Conscious Discipline™ strategies for self-regulation are introduced in every Greeting Circle. Specifically, Disengage the Stress and Commit provide opportunities for children to develop self-regulation strategies.</p> <p>TG1: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 148, 150, 151, 154 ;</p> <p>TG2: 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 113, 118, 130, 136, 142, 148, 154;</p> <p>TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 148, 154;</p> <p>TG4: 22, 28, 29, 34, 40, 58, 64, 70, 76, 76, 82, 94, 100, 101, 106, 112, 118, 130, 136, 142, 148, 154;</p> <p>TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 140, 142, 148, 154;</p> <p>TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154;</p> <p>TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154;</p> <p>TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154;</p> <p>TG9: 22, 28, 34, 40, 45, 46, 58, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate self-regulation/inhibitory control

A. Refrains from emotional outbursts and unsafe behaviors

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<p>1. Learns coping strategies (i.e., 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>	<p>Conscious Discipline™ strategies for self-regulation are introduced in every Greeting Circle. Children are encouraged to practice strategies throughout the day.</p> <p>TG1: 22, 28, 34, 36, 40, 46, 58, 64, 70, 71, 76, 82, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 148, 150, 151, 154; TG2: 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 113, 118, 130, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG4: 22, 28, 29, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 101, 106, 112, 118, 130, 136, 142, 148, 154; TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG9: 22, 28, 34, 40, 45, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate self-regulation/inhibitory control

A. Attentiveness-Resists distraction to maintain focus on tasks of interest to the child

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Increases ability to ignore distractions and sustain attention on topic 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”.) 2. Capable of sustaining focus on longer term or complex projects, with support from an adult. 	<p>TG1: 24, 25, 26, 27, 31, 43, 33, 94, 105, 117; TG2: 35, 37, 49, 58, 61, 62, 64, 67; TG3: 80, 86, 87, 97, 99, 104; TG4: 32, 64, 75, 141, 148, 149, 150, 157; TG5: 61, 85, 111, 121, 144, 145, 156; TG6: 22, 31, 37, 64, 94, 112, 142; TG8: 22, 64, 94, 112, 133, 142, 145, 151, 157; TG9: 26, 67, 71, 73, 143, 145, 149</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate self-regulation/inhibitory control

A. Attentiveness-Resists distraction to maintain focus on tasks set by someone else

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 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 directed small group activity). 2. May need a reminder to return to an earlier task after an interruption. 	<p>TG1: 24, 25, 26, 27, 31, 43, 33, 94, 105, 117; TG2: 35, 37, 49, 58, 61, 62, 64, 67; TG3: 80, 86, 87, 97, 99, 104; TG4: 32, 64, 75, 141, 148, 149, 150, 157; TG5: 61, 85, 111, 121, 144, 145, 156; TG6: 22, 31, 37, 64, 94, 112, 142; TG8: 22, 64, 94, 112, 133, 142, 145, 151, 157; TG9: 26, 67, 71, 73, 143, 145, 149</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate working memory

A. Demonstrate the ability to hold and manipulate information

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
1. Can remember recent events in a story and use this information to shape predictions and questions.	TG1: 22, 23, 24, 26, 27, 28, 29, 31, 33, 35, 37, 39, 40, 41, 43, 47, 59,60, 65, 69, 71, 75, 77, 78, 79, 84, 85, 86, 87, 94, 95, 97, 98, 99, 101, 102, 103, 104, 105, 107, 109, 111, 112, 113, 115, 116, 118, 121, 130, 131, 137, 139, 143, 149, 150, 152, 155, 157, 159;
2. Will frequently consider a couple of possibilities before making a choice.	TG2: 22, 23, 27, 28, 29, 31, 33, 35, 40, 41, 46, 58, 59, 61, 65, 67, 70, 71, 72, 73, 83, 95, 99, 100, 101, 107, 108, 109, 113, 115, 118, 119, 121, 137, 143, 148, 155, 157, 159; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155;
3. Can remember and follow multiple classroom rules with visual and auditory cues.	TG4: 22, 23, 25, 26, 29, 30, 31, 35, 36, 37, 39, 41, 42, 43, 46, 47, 49, 50, 59, 63, 65, 66, 67, 69, 75, 79, 82, 83, 85, 94, 98, 99, 101, 111, 119, 121, 123, 130, 131, 133, 134, 139, 141, 142, 143, 144, 149, 154, 155, 157;
4. Can remember and follow two-step directions without prompting.	TG5: 23, 27, 29, 31, 34, 36, 37, 39, 41, 44, 47- 49, 59, 60- 63, 65, 71, 73, 75, 77, 79, 80, 83, 85, 95, 97, 101, 107-109, 112, 113, 115, 117, 118- 120, 131, 133, 136-138, 140, 143, 149-158;
5. Can hold in mind the comments of peers and respond appropriately during short class discussion.	TG6: 22, 23, 25, 26, 29, 31, 39, 41- 43, 46, 47, 65, 66, 69, 71, 73, 77, 79, 82, 85, 94, 95, 98, 107, 108, 119, 121, 123, 130, 131, 133, 134, 137, 138, 141, 142, 149, 151, 154,157; TG7: 23, 29, 33, 35, 41, 43, 47, 50, 59, 60, 62, 63, 65, 67, 69, 72-75, 81-87, 94, 95, 97, 98, 106, 107, 109, 112, 113, 117-119, 121, 123, 130-135, 137-141, 143-147, 149, 153, 155, 158, 159;
6. Can keep track of a few different objects for short periods of time.	TG8: 23, 29, 31, 35, 38, 39-41, 43, 45, 49, 58, 59, 65, 71, 77, 83, 85, 86, 97, 99, 101, 102, 107, 112, 113, 119, 137, 141, 143, 148, 149, 153, 154-157;
7. Can enjoy more complex memory games with more cards or objects	TG9: 22, 23, 25, 26, 29, 32-37, 40, 41, 44, 45, 47, 59, 63, 65, 69-71, 75, 77, 81, 83, 84, 87, 95, 98, 101, 107, 115, 119, 131, 135, 137, 143, 144, 147, 151, 155 Each teacher guide provides directions for games in the Appendix. The activities become more challenging throughout the year. See: TG1: 202 – 203; TG2: 200 – 202; TG3: 188 – 191; TG4: 199 – 201; TG5: 193 – 195; TG6: 197 – 200; TG7: 202 – 203; TG8: 206 – 209; TG9: 206 – 207

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate cognitive flexibility

A. Can flexibly apply rules to games and behavior

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Can independently sustain a character in pretend play for 10 minutes or longer. 2. Can switch roles in dramatic play. 3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying). 4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school). 5. Will often recognize and correct mistakes independently. 6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape) 	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151; TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157; TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159; TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157; TG5: 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152; TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157; TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157; TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151; TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p> <p>Moving and Learning is taught daily. Each teacher guide provides directions for games in the Appendix. The activities become more challenging throughout the year. See: TG1: 202 – 203; TG2: 200 – 202; TG3: 188 – 191; TG4: 199 – 201; TG5: 193 – 195; TG6: 197 – 200; TG7: 202 – 203; TG8: 206 – 209; TG9: 206 – 207</p> <p>Sorting by multi-level categories: TG1: 56; TG2: 151, 152, 153; TG3: 44, 74, 75; TG4: 21, 111; TG5: 37, 80, 120; TG6: 98, 99, 110; TG7: 104, 105, 123; TG8: 73, 96; TG9: 31, 56, 123</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate cognitive flexibility

A. Flexible problem solving-seeks multiple solutions to a question, task, or problem

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits). 2. Continue 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 blocs, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also looks at how other children have made their buildings.). 3. When in conflict with another child, increasingly able to suggest possible solutions. 4. When faced with a problem, can be reminded to slow down and think about what to do. 	<p>TG1: 27, 100, 106, 123, 131, 132, 133, 137, 138, 142, 156, 157; TG2: 26, 27, 31, 38, 62, 94, 99, 100, 105, 113, 116, 144; TG3: 71, 106, 107, 111, 117, 153; TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 130, 131, 132, 133, 136, 137, 138, 139, 143, 144, 145, 154, 156, 157, 159; TG5: 22, 48, 51, 60, 61, 65, 73, 74, 77, 83, 109, 116, 156; TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 134, 144, 145, 147, 151, 159; TG8: 27, 31, 63, 68, 75, 80, 151, 153, 157,; ; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate initiative and curiosity

A. Desire to learn-asks questions and seeks new information

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Asks questions about future events, as well as about the here and now (e.g., asks, “When will we go to Val’s?”). 2. Poses questions to seek explanations about topics of interest with adult support and modeling. 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). 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>TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153;</p> <p>TG4: 22, 24, 25, 26, 28, 31, 37, 40,41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156,157, 159;</p> <p>TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118;</p> <p>TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147,148;</p> <p>TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159;</p> <p>TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159;</p> <p>TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85,100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate initiative and curiosity

A. Desire to learn – interest in challenges

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Asks questions about future events, as well as about the here and now (e.g., asks, “When will we go to Sarah’s house again?”). 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?”). 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>Practice centers focus on learning goals in an intentional approach to instruction. Teachers guide the processing of new information as children practice skills and reinforce new concepts. Character Education Traits: Theme 8 (curiosity); Theme 7 (self-reliance); Literacy and Math Practice Centers, Weekly Learning Centers.</p> <p>TG1: 23, 27, 29, 31, 35, 41, 43, 47, 49, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 132, 133, 136, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 62, 63, 65, 67, 69, 71, 83, 85, 87, 95, 99, 101, 107, 109, 111, 113, 115, 116, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 136, 137, 138, 140, 141, 143, 144, 145, 149, 155, 159; TG4: 22-27, 29, 30, 31, 35, 36, 37, 41, 43, 46, 47, 49, 50, 59, 65, 66, 67, 69, 79, 83, 99, 101, 110, 111, 119, 121, 131, 132, 133, 139, 141, 143-145, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 76, 77, 79, 83-85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 130, 131, 133, 137, 138, 140, 143, 149-152, 155- 158 ; TG6: 23, 29, 39, 41, 43, 47, 65, 66, 69, 71, 73, 77, 79, 80, 81, 85, 95, 101-105, 107, 108, 119, 123, 131-133, 135, 137, 138, 149, 151, 157; TG7: 25, 29, 31, 35, 41, 43, 47, 59, 65, 67, 71, 75, 83, 84, 95, 107, 109, 111, 113, 119, 131, 132, 133, 137, 138, 143-147, 149, 155, 159; TG8: 23, 27, 29, 35, 38, 41, 43, 49, 59, 65, 71, 75, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 151, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 103, 107, 108, 110, 114, 115, 119-121, 123, 131, 137, 143, 144, 151, 155</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate initiative and curiosity

A. Independence in learning-plans and initiates projects

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
1. When prompted, initiates plan of activities	<i>Frog Street Pre-K</i> offers many opportunities for children to practice decision making skills, set goals for learning, and follow a plan.
2. Shows interest in leading activities and taking responsibility during cleanup activities.	TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 ;
3. Further expands areas of decision-making (e.g., child may say, “This morning I’m going to work on my Lego building.”).	TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;
4. Develops greater ability to set goals and follow a plan (i.e., child says, “I’m going to pick up all these branches,: and then works until it is done)	TG3: 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159; TG4: 20, 21, 25, 27, 28, 31, 33, 34, 37, 39, 53, 43, 45, 49, 51, 56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG8: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;

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TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate persistence

A. Persists in an activity from start to finish (complete a task) - independently

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<ol style="list-style-type: none"> 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting. 2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). 3. Will often persist in working to complete all 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>TG1: 24, 25, 26, 27, 31, 32, 33, 42, 94, 105, 117; TG2: 35, 37, 49, 58, 61, 62, 64, 67; TG3: 80, 86, 87, 97, 99, 104; TG4: 32, 64, 75, 141, 148, 149, 150, 157; TG5: 61, 85, 111, 121, 144, 145, 156; TG6: 22, 31, 37, 58, 60, 99, 140; TG7: 66, 84, 94, 100, 118, 142; TG8: 22, 64, 94, 112, 133, 142, 145, 151, 157; TG9: 26, 67, 71, 73, 143, 145, 149</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate persistence

A. Persists in the face of failure

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Continues to attempt to build a tower even after 3 or more unsuccessful attempts with adult support and encouragement 2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete 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: 24, 25, 26, 27, 31, 32, 33, 42, 94, 105, 117, 132, 138, 156; TG2: 27, 35, 37, 49, 58, 61, 62, 64, 67, 99, 144; TG3: 71, 80, 86, 87, 97, 99, 104; TG4: 32, 64, 75, 130-132, 136, 141, 143, 144, 148-150, 157; TG5: 48, 61, 77, 83, 85, 111, 121, 144, 145, 156; TG6: 22, 31, 37, 58, 60, 99, 102, 140; TG7: 66, 84, 94, 100, 118, 134, 142, 144, 145; TG8: 22, 31, 64, 68, 94, 112, 133, 142, 145, 151, 157; TG9: 26, 67, 71, 73, 85, 108, 120, 121, 143, 145, 149</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate cooperation

A. Positively participates in cooperative play

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<p>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.”).</p> <p>2. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.</p> <p>3. Begins to try to please other children (e.g., says, “You can come to my birthday party, ok?”).</p> <p>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>	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; TG2: 26, 28, 31, 34,38, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144; TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153; TG4: 22, 24-26, 28, 31, 37, 40, 41, 43, 46-48, 49, 66, 70, 109, 111, 115, 132, 133, 136-139, 144, 145, 154, 156, 157, 159; TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118; TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80-82, 85, 94, 99, 102, 105-109, 110, 119, 121, 123, 132, 136, 142, 147, 148; TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159; TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159; TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85, 100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate understanding and compliance with classroom rules, routines and expectations

A. Follows routines, rules, and directions

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Helps create classroom rules. 2. Responds to teacher directions or signals consistently. 3. Takes initiative with assigned or chosen tasks relating to classroom routines. 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). 5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. 	<p>TG1: 22, 24-26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136, 154; TG2: 22, 28, 34, 40, 43, 46, 49, 58, 61, 70, 82, 100, 105, 148; TG3: 40, 106, 111, 118; TG4: 22, 24, 29, 30, 42, 46, 48, 51, 107, 108, 155, 156, 157; TG5: 14, 34, 40, 46, 58, 100, 118; TG6: 28, 34, 48, 70, 99, 112, 118, 159; TG7: 28, 35, 40, 46, 58, 82, 94, 105, 111, 118, 142; TG8: 28, 40, 58, 64, 106, 112, 118, 154; TG9: 46, 94, 100, 106, 112, 118, 123, 137, 144, 145, 152, 154, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate understanding and compliance with classroom rules, routines and expectations

A. Ability to transition – Demonstrated ability to stop one activity and start another

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support. 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>Transition Tips at the beginning of each Teacher Guide: p. 14</p> <p>Transition to Practice Activities is built into each Literacy and Math Small Group Lesson:</p> <p>TG1: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG2: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG3: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG4: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG5: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG6: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG7: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG8: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158;</p> <p>TG9: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate understanding and compliance with classroom rules, routines and expectations

A. Ability to transition – Demonstrates the ability to adapt to new environments with appropriate behaviors with adult support.

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day. 2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave.). 3. Engages in out of the classroom activities (i.e., recess) and successfully re-enters classroom without disruption. 	<p>Conscious Discipline™ strategies for self-regulation are introduced in every Greeting Circle. To help with transition from home to school, each day begins the Brain Smart way with activities for uniting with the school family, disengaging stress, connecting to others, and committing. The daily Closing Circle celebrates their learning and encourages children to practice strategies with family members.</p> <p>Teacher Guides 1 - 9: 22, 27, 28, 33, 34, 39, 40, 46, 51, 58,63, 64, 69, 70, 75, 76,81, 82,87, 94, 99, 100, 105, 106, 111, 112, 117, 118, 123, 130, 135, 136, 141, 142, 147, 148, 153, 154, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate understanding and compliance with classroom rules, routines and expectations

A. Demonstrates appropriate use of materials or belongings and those of others

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Helps with clean up after activities with prompting 2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in and art project appropriately or turning book pages with care). 3. Recognizes and is responsible for returning items to appropriate location with prompting. 4. Begins identifying when things are not put away in designated areas. 	<p>TG1: 24-26, 27, 31, 33, 35, 41, 45, 49, 51, 79, 87, 93, 99, 107, 154; TG2: 25, 37, 43, 49, 56, 61, 135, 141, 153; TG3: 63, 103, 105, 106, 118, 141; TG4: 20, 30, 34, 42, 43, 93, 99, 148, 51, 56; TG5: 14, 58, 85, 121; TG6: 28, 31, 34, 37, 48, 60, 128; TG7: 28, 61, 73, 79, 85, 94, 100, 111, 118, 142; TG8: 40, 64, 100, 106, 112, 145, 151, 157; TG9: 46, 63, 137, 141, 144, 145, 149, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate cognitive flexibility

A. Understands symbolic representation - Represents people, places, or things through drawings, movement, and three dimensional objects

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<p>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 known (e.g., draws a picture of a car with four wheels but no windows).</p> <p>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>	<p>TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153; TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159; TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157; TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157; TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157; TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157; TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153; TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157; TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate cognitive flexibility

A. Understands symbolic representation - Engages in pretend play and acts out roles

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<ol style="list-style-type: none"> 1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeing affection and hugs). 2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish). 3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.) 	<p>TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112; TG2: 25, 45, 81, 117, 138; TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159; TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157, TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141; TG6: 59, 64, 76, 103, 131, 136, 148; TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159; TG8: 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156; TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Approaches Toward Learning and Executive Functioning

Standard: Students will demonstrate cognitive flexibility

A. Understands symbolic representation - Recognizes cause and effect

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 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.”). 2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience. 	<p>Math and Science concepts and skills are introduced in Small Group Lessons and practiced in centers: Math, Science, Sensory, Construction, Creativity Station</p> <p>Teacher Guides 1 – 9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Phonemic Awareness

Standard: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

A. Phonemic Awareness

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

<p>1. Discriminate sounds and words</p>	<p>TG1: 102; TG2: 45, 137; TG3: 58, 59, 64, 76, 106, 112, 118, 132, 133, 136, 137, 142, 150, 151; TG4: 21, 22, 24, 34, 36, 40, 42, 46, 58, 64, 70, 72, 76, 78, 82, 84, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG5: 36, 66, 79, 107; TG6: 22, 28, 29, 30, 34, 40, 46, 57, 58, 60, 64, 66, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 153, 154; TG7: 48; TG8: 22, 28, 29, 34, 35, 37, 41, 42, 46, 47, 58, 64, 66, 70, 76, 82, 94, 100, 102, 106, 112, 118, 123, 136, 142, 143, 148, 154; TG9: 21, 22, 28, 31, 34, 40, 46, 57, 60</p>
<p>2. Discriminate and produce rhyming words and alliteration</p>	<p>Rhyming Words: TG1: 72, 73, 102, 155; TG2: 46, 51, 64, 101, 132, 133, 138, 144, 149, 150, 151; TG3: 41, 47, 70, 94, 108, 109; TG4: 24, 36, 71, 83, 84, 137; TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154; TG6: 108, 113, 149, 150, 151; TG7: 29, 36, 83, 96; TG8: 30, 36, 37, 42, 81, 83, 120, 121, 144; TG9: 21, 48, 51, 59, 60, 138, 139, 153</p> <p>Alliteration: TG2: 45, 111, 137; TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151;</p>

<i>continued</i>	<p>TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84; TG5: 36; TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154; TG7: 48; TG8: 37, 123, 143; TG9: 21</p>
3. Blend sounds and syllables to form words	<p>Blend Words to form Compound Words: TG1: 70, 84, 85, 87; TG2: 21, 35, 36, 114; TG3: 64, 78, 138; TG4: 47, 143; TG5: 77, 100; TG6: 66, 77, 83, 84, 138; TG7: 46, 47, 48, 51, 102, 149; TG8: 48, 107, 113, 114, 119, 132, 138; TG9: 59, 66, 67, 84, 155</p> <p>Blend Syllables: TG1: 34; TG2: 60; TG3: 22, 28, 40, 42, 46, 48, 70, 82, 100, 130, 154; TG6: 96; TG7: 159; TG8: 51, 66, 96, 132; TG9: 21, 84</p> <p>Blend Onset-Rime: TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118</p>
4. Segment sounds in spoken words and sentences	<p>Sentence Segmentation: TG1: 70, 76, 130, 136, 148, 154; TG2: 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 132, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 96, 100, 106, 112, 130, 142, 148, 154; TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118; TG8: 66</p>

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Word Segmentation:

TG2: 21;

TG3: 64;

TG4: 143;

TG5: 100;

TG6: 66;

TG7: 149;

TG8: 107, 108, 113, 114, 119, 132, 138;

TG9: 66, 67, 84

Syllable Segmentation:

TG3: 64, 66, 100, 130, 154;

TG5: 100;

TG7: 149;

TG8: 107, 108, 113, 114, 119, 132, 138;

TG9: 66, 67, 84

Initial Sounds:

TG2: 45, 137;

TG3: 58, 59, 76, 105, 106, 112, 118, 132, 136, 137, 142, 150, 151;

TG4: 21, 24, 36, 42, 72, 76, 78, 84;

TG5: 36;

TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 150, 153, 154;

TG7: 48;

TG8: 123;

TG9: 21, 22, 28, 31, 34, 40, 46, 57, 60, 84

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Phonics

Standard: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

B. Phonics

Indicators	Citations or examples and corresponding page numbers in Teacher’s Guide
<p>1. Recognize that letters have corresponding sounds</p>	<p>Letter Names: TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108,109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154; TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154; TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142 , 150, 151, 154, 156; TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154; TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155; TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155; TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155; TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p> <p>Letter Shapes: TG1 34, 50, 551, 81, 142, 154;</p>

<p><i>continued</i></p>	<p>TG2: 37, 48, 97, 108; TG3: 109; TG4: 149, 151; TG5: 36, 103; TG6: 145; TG7: 31, 109; TG8: 31, 43, 133; TG9: 25</p> <p>Letter Sounds: TG2: 45, 137; TG3: 58, 67, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 150, 151; TG4: 21, 22, 28, 34, 40, 46, 57, 58, 64, 70, 71, 72, 76, 77, 78, 82, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 148, 154; TG5: 21, 36; TG6: 22, 23, 28, 29, 33, 34, 35, 40, 46, 47, 58, 60, 64, 70, 76, 78, 94, 100, 106, 130, 136, 142, 148, 150, 154; TG7: 48; TG8: 22, 28, 29, 34, 35, 36, 41, 42, 46, 47, 66, 70, 76, 82, 94, 102, 106, 112, 118, 123, 136, 142, 143, 148, 154; TG9: 22, 28, 31, 34, 40, 46, 60</p>
<p>2. Decode words in grade level texts</p>	<p>Upper and Lower Case Letters in Words: TG1: 31, 35, 36, 37, 39, 50, 51, 57, 60, 61, 66, 67, 78, 81, 84, 96, 97, 99, 102, 108, 114, 120, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; TG2: 22, 24, 28, 34, 36, 40, 42, 46, 56, 64, 66, 70, 72, 73, 76, 78, 82, 94, 96, 97, 100, 102, 106, 108, 112, 114, 115, 118, 121, 129, 130, 132, 136, 138, 142, 144, 145, 148, 154; TG3: 21, 24, 30, 34, 40, 42, 43, 46, 48, 57, 58, 60, 64, 67, 70, 72, 76, 78, 84, 94, 100, 102, 103, 106, 108, 109, 112, 118, 120, 130, 132, 136, 138, 142, 148; TG4: 22, 24, 28, 34, 40, 46, 58, 60, 64, 67, 70, 72, 73, 76, 82, 84, 94, 96, 100, 102, 106, 107, 108, 112, 114, 115, 118, 129, 130, 132, 136, 142, 148, 150, 154; TG5: 21, 22, 24, 28, 29, 30, 34, 36, 40, 46, 58, 60, 64, 66, 70, 76, 79, 82, 94, 100, 106, 109, 112, 114, 118, 129, 130, 133, 135, 136, 142, 148, 151, 154, 155; TG6: 22, 24, 28, 29, 30, 34, 40, 46, 49, 64, 66, 70, 76, 82, 94, 96, 100, 106, 116, 117, 118, 119, 120, 130, 132, 136, 142, 148, 154; TG7: 22, 23, 28, 30, 34, 40, 42, 46, 58, 64, 70, 76, 82, 94, 96, 100, 106, 108, 109, 118, 130,</p>

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132, 136, 138, 142, 148, 149, 150, 154;

TG8: 22, 23, 24, 28, 30, 34, 36, 42, 46, 58, 64, 66, 70, 72, 76, 77, 78, 82, 94, 101, 102, 106, 108, 112, 114, 118, 130, 136, 142, 148, 149, 150, 154, 155;

TG9: 22, 24, 34, 40, 46, 48, 58, 59, 60, 64, 70, 76, 82, 94, 100, 106, 112, 118, 119, 130, 136, 142, 148, 154

Blend two phonemes: TG 8: 40, 58, 100, 130

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Reading/English Language Arts

Fluency	
Standard: Students will read orally with accuracy and expression at a rate that sounds like speech.	
C. Fluency	
Indicator	Citations or examples and corresponding page numbers in Teacher’s Guide
1. Engage in imitative reading at an appropriate rate	<p>a. Listen to models of fluent reading: TG1: 26, 29, 35, 41, 43, 47, 59, 65, 71, 77, 79, 83, 93, 95, 101, 107, 111, 113, 119, 131, 137, 143, 149, 150, 155, 157; TG2: 23, 29, 31, 35, 37, 41, 47, 59, 61, 65, 67, 71, 77, 83, 87, 93, 95, 101, 107, 109, 113, 115, 119, 131, 143, 149, 151; TG3: 23, 31, 41, 43, 47, 57, 59, 65, 67, 71, 77, 79, 83, 95, 101, 107, 113, 115, 117, 119, 131, 137, 143, 149, 151, 155; TG4: 23, 25, 29, 35, 36, 37, 41, 43, 47, 50, 59, 65, 66, 79, 83, 95, 99, 101, 107, 111, 113, 119, 121, 129, 131, 133, 137, 139, 143, 149, 155, 157; TG5: 23, 29, 35, 37, 39, 41, 47, 48, 49, 57, 58, 65, 71, 73, 83, 93, 95, 96, 97, 101, 107, 108, 109, 113, 115, 119, 133, 137, 143, 145, 149, 150, 152, 155; TG6: 21, 23, 25, 29, 35, 41, 43, 47, 65, 71, 77, 79, 83, 93, 95, 97, 101, 108, 111, 113, 119, 131, 133, 137, 143, 149, 151, 157; TG7: 23, 25, 29, 35, 39, 41, 43, 47, 57, 59, 65, 67, 73, 77, 79, 83, 87, 95, 101, 107, 109, 113, 119, 131, 132, 133, 137, 139, 143, 144, 149, 155; TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 61, 65, 71, 73, 77, 83, 85, 87, 93, 95, 101, 103, 107, 111, 115, 119, 131, 137, 139, 141, 143, 144, 145, 149, 155, 157; TG9: 23, 25, 27, 29, 31, 35, 36, 37, 41, 43, 45, 47, 49, 59, 65, 71, 73, 77, 81, 83, 87, 93, 95, 99, 101, 103, 105, 107, 113, 119, 121, 131, 137, 139, 143, 144, 149, 151, 153, 155</p> <p>b. Recite nursery rhymes, poems and finger plays with expression: TG2: 45. 101; TG3: 29, 35, 65, 71, 113, 132, 137, 141; TG4: 30, 31, 65, 83, 113; TG5: 23, 29, 35, 47, 77, 143, 150; TG6: 48; TG7: 23, 29, 61, 77, 83, 113; TG8: 47, 65, 102, 119, 155;</p>

continued

TG9: 51, 131, 153, 155

c. Develop beginning sight vocabulary through exposure to a variety of texts:

Daily Morning Message, Read Aloud, Literacy Small Group and Practice Centers expose children to sight vocabulary

TG1: 26, 35, 67, 71, 96, 100, 102, 106, 107, 108, 112, 114, 115, 118, 119, 120, 129, 133, 139, 151 159;

TG2: 22, 24, 25, 28, 29, 31, 34, 37, 40, 42, 43, 46, 57, 58, 64, 67, 70, 71, 72, 73, 76, 93, 94, 97, 100, 101, 103, 106, 112, 115, 118, 119, 121, 130, 131, 132, 136, 137, 139, 141, 142, 143, 145, 148, 149, 153, 154, 158;

TG3: 21, 22, 23, 28, 34, 40, 41, 42, 43, 46, 49, 58, 59, 64, 67, 70, 94, 97, 101, 103, 106, 109, 112, 118, 121, 130, 132, 133, 136, 141, 142, 148, 149, 154, 156;

TG4: 22, 28, 29, 34, 40, 45, 46, 58, 64, 67, 69, 70, 72, 76, 79, 84, 85, 94, 95, 100, 106, 109, 112, 118, 130, 136, 139, 142, 148, 154;

TG5: 22, 28, 29, 34, 35, 37, 40, 46, 47, 49, 58, 64, 66, 67, 69, 70, 75, 76, 78, 79, 81, 82, 85, 93, 94, 95, 100, 106, 109, 112, 118, 130, 133, 136, 139, 142, 148, 151, 154, 159;

TG6: 22, 28, 29, 64, 37, 40, 45, 46, 58, 61, 64, 70, 71, 76, 77, 79, 82, 83, 94, 100, 106, 112, 115, 118, 120, 121, 130, 136, 139, 142, 148, 150, 154, 155;

TG7: 22, 23, 28, 30, 34, 40, 46, 49, 58, 61, 64, 66, 67, 70, 72, 73, 76, 77, 79, 82, 94, 97, 99, 100, 106, 109, 112, 118, 130, 136, 142, 148, 154;

TG8: 22, 24, 25, 28, 29, 31, 34, 37, 40, 43, 46, 49, 58, 61, 64, 70, 73, 82, 94, 97, 100, 101, 103, 106, 109, 112, 115, 118, 119, 130, 133, 136, 142, 148, 151, 154, 155, 157;

TG9: 22, 25, 028, 231, 34, 037, 40, 43, 46, 47, 58, 61, 64, 65, 70, 76, 79, 82, 85, 94, 100, 106, 109, 12, 115, 118, 130, 136, 142, 145, 148, 149, 151, 154

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Vocabulary

Standard: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

D. Vocabulary

Indicators	Citations or examples and corresponding page numbers in Teacher’s Guide
<p>1. Develop and apply vocabulary through exposure to a variety of texts</p>	<p>a. Acquire new vocabulary through listening to a variety of texts on a daily basis: TG1: 22, 23, 24, 28, 29, 30, 34, 35, 40, 41, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 84, 85, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 138, 142, 143, 144, 148, 149, 150, 154, 155, 156; TG2: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 84, 85, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 138, 142, 143, 144, 148, 149, 150, 154, 155, 156; TG3: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 84, 85, 93, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 138, 142, 143, 144, 148, 149, 154, 155, 156; TG4: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 84, 85, 93, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 142, 143, 144, 148, 149, 150, 154, 155, 156; TG5: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 84, 85, 93, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 138, 142, 143, 144, 148, 149, 150, 154, 155, 156; TG6: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 58, 59, 60, 64, 65, 66, 70, 71, 76, 77, 82, 84, 85, 93, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 118, 119, 120, 130, 131, 132, 136, 137, 142, 143, 144, 148, 149, 154, 155, 156; TG7: 22, 23, 24, 28, 29, 30, 34, 35, 40, 41, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 84, 85, 94, 95, 96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 131, 132, 137, 138, 143, 144, 149, 150, 155, 156; TG8: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71, 72, 76, 77, 78, 82, 84, 85, 94, 95, 96, 100, 101, 106, 107, 112, 113, 118, 119, 129, 130, 131, 136, 137, 138, 142, 143, 148, 149, 154, 155; TG9: 22, 23, 24, 28, 29, 30, 34, 35, 36, 40, 41, 42, 46, 47, 48, 58, 59, 60, 64, 65, 66, 70, 71,</p>

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72, 76, 77, 78, 82, 84, 85, 93, 94, 95,96, 100, 101, 102, 106, 107, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 136, 137, 142, 143, 148, 149, 150, 154, 155, 156

b. Discuss words and word meaning daily as they are encountered in texts, instruction and conversation:

TG1: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159;

TG2: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159;

TG3: 22-24, 28-30, 34-36, 40-42, 46-48, 46-48, 58-60, 64-66, 70-72, 76-78, 82-84, 94-96, 100-102, 106-108, 112-114, 118-120, 130-132, 136-138, 140-144, 146-148;

TG4: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159;

TG5: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159;

TG6: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159;

TG7: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159;

TG8: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159;

TG9: 22-24, 27, 28-30, 33, 34-36, 39, 40-42, 45, 46-48, 51, 58-60, 63, 64-66, 69, 70-72, 75, 76-78, 81, 82-84, 87, 94-96, 99, 100-102, 105, 106-108, 111, 112-114, 117, 118-120, 123, 130-132, 135, 136-138, 141, 142-146, 147, 148-150, 153, 154-156, 159

c. Asks questions about unknown objects and words related to topics discussed:

TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157;

TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 101, 107, 109, 113, 115, 119,

continued

121, 143, 149, 155, 157;

TG3: 23, 29, 35, 41, 43, 47, 59, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 141, 143, 145, 149, 155;

TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 77, 79, 83, 95, 99, 101, 107, 111, 119, 121, 131, 133, 137, 139, 143, 149, 155, 157;

TG5: 31, 35, 41, 47, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 143, 149, 150, 151, 152, 155, 158;

TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 101, 107, 108, 119, 131, 133, 137, 138, 144, 145, 149, 151, 157;

TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 144, 145, 149;

TG8: 23, 29, 35, 38, 41, 43, 59, 65, 71, 77, 83, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157;

TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 113, 119, 131, 137, 143, 144, 149, 155

d. Listen to and identify the meaning of content-specific vocabulary:

TG1: 26, 32, 38, 44, 50, 51, 62, 63, 68, 69, 74, 80, 86, 87, 98, 99, 104, 110, 116, 117, 122, 123, 134, 135, 140, 141, 146, 152, 158, 159;

TG2: 26, 27, 31, 32, 38, 39, 44, 45, 50, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG3: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 110, 11, 116, 117, 122, 134, 135, 140, 141, 147, 152, 153, 158, 159;

TG4: 26, 27, 32, 38, 39, 44, 45, 50, 51, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 11, 116, 117, 122, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG5: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 11, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG6: 26, 27, 31, 32, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 72, 74, 75, 80, 81, 84, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG7: 26, 27, 31, 32, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG8: 26, 27, 31, 32, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG9: 26, 27, 31, 32, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

<p><i>continued</i></p>	<p>e. Identify some signs, labels, and environmental print: TG1: 26, 27, 35, 107, 115, 133, 139, 145, 151; TG2: 25, 37, 43, 57, 67, 72, 73, 85, 97, 103, 135, 139, 141, 148, 153; TG3: 43, 59, 85, 97, 105, 121, 139, 145; TG4: 20, 25, 61, 67, 69, 78, 79, 99; TG5: 31, 43, 49, 75, 79, 85, 109, 134, 135, 139, 151, 159; TG6: 36, 37, 45, 48, 57, 61, 72, 78, 97, 121, 128, 139, 156; TG7: 31, 49, 72, 73, 103, 115, 151; TG8: 37, 43, 57, 85, 97, 102, 103, 109, 115, 121, 133, 139, 145, 151, 157; TG9: 25, 61, 73, 79, 85, 115, 145, 149</p> <p>f. Collect and play with favorite words TG1: 31, 41, 73, 79, 80; TG2: 61, 114; TG3: 39, 83, 85, 87, 146, 150, 156 TG4: 58, 59, 66, 78, 81, 85; TG5: 48, 78, 402, 108, 111; TG6: 36, 75, 97, 114; TG7: 48, 78, 81, 108, 121, 129; TG8: 23, 48, 60, 119; TG9: 84, 102, 144</p>
<p>2. Develop a conceptual understanding of new words</p>	<p>a. Use words to describe size, color and shape: TG1: 98, 128, 132, 179; TG2: 69, 70, 80, 116, 134, 135, 152; TG3: 26, 33, 75, 99, 158; TG4: 62, 68 86; TG5: 37, 74, 78, 159; TG6: 22, 28, 104, 110; TG7: 99, 115, 117, 146, 147, 158; TG8: 61, 71, 74; TG9: 32, 33, 57, 110</p> <p>b. Name common objects shown in pictures: TG1: 23, 42, 60, 65, 66, 78, 95, 107, 120, 137, 144; TG2: 24, 29, 31, 42, 60, 62, 65, 67, 68, 78, 84, 108, 132, 156 ;</p>

<i>continued</i>	<p>TG3: 59, 71, 77, 83, 120, 121, 131, 137, 152, 159; TG4: 60, 61, 65, 71, 75, 77, 96, 97, 107, 114, 120, 156; TG5: 66, 71, 99, 105, 135, 149; TG6: 24, 26, 36, 59, 66, 71, 72, 77, 78, 79, 96; TG7: 23, 26, 41, 47, 60, 78, 79, 102, 156; TG8: 22, 23, 26, 27, 29, 76, 83, 84, 108, 143, 146; TG9: 48, 76, 78, 105, 135</p>
3. Understand, acquire, and use new vocabulary	<p>a. Use illustrations to find meaning of unknown words: TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143; TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159; TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151; TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157; TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153; TG6: 23, 24, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151; TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155; TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155; TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning: TG1: 20-21, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 67, 69, 73, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG2: 20-21, 23, 25, 27, 31, 33, 37, 39, 43, 45, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG3: 20-21, 23, 25, 27, 31, 33, 37, 39, 43, 45, 51, 56-57, 61, 63, 69, 73, 75, 79, 85, 87, 92-93, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 159; TG4: 20-21, 25, 27, 31, 33, 39, 43, 45, 51, 56-57, 61, 63, 67, 69, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG5: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 51, 56-57, 61, 63, 67, 69, 75, 79, 85, 87, 92-93, 97, 99, 109, 110, 111, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG6: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151,</p>

continued

153, 157, 159;

TG7: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;

TG8: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159;

TG9: 20-21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56-57, 61, 63, 67, 69, 73, 75, 79, 81, 83, 85, 87, 92-93, 97, 99, 109, 111, 115, 117, 121, 123, 128-129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Comprehension

Standard: Students will use a variety of strategies to understand what they read (construct meaning).

E. General Reading Comprehension

Indicators

Citations or examples and corresponding page numbers in Teacher's Guide

1. Demonstrate an understanding of concepts of print to determine how print is organized and read

a. Understand that speech can be written and read:

TG1 - 9: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154

b. Understand that print conveys meaning

TG1: 23, 29, 35, 41, 43, 47, 58, 59, 64, 65, 70, 71, 75-77, 79, 82, 94, 95, 100, 101, 106, 107, 112, 113, 115, 118, 130, 131, 136, 137, 139, 142, 143, 148, 149, 150, 154, 155, 157;

TG2: 22, 23, 27-29, 31, 33-35, 40, 41, 46, 58, 59, 61, 64, 65, 67, 70, 71, 76, 82, 83, 94, 95, 99, 100, 101, 106, 107, 109, 112, 113, 115, 118, 119, 121, 130, 136, 142, 143, 148, 154, 155, 157;

TG3: 22, 23, 28, 34, 35, 40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 71, 73, 75-77, 79, 82, 83, 87, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136-138, 140-145, 148, 149, 154, 155;

TG4: 22, 23, 25, 28, 29, 30, 34, 35, 36, 37, 40, 41, 43, 46, 47, 49, 50, 58, 59, 64-67, 70, 76, 79, 82, 83, 94, 99, 100, 101, 106, 111, 112, 118, 119, 121, 130, 131, 133, 136, 139, 142, 143, 144, 148, 149, 154, 155, 157;

TG5: 22, 23, 28, 29, 31, 34, 40, 41, 47-49, 58-61, 64, 65, 70, 71, 73, 75-77, 79, 82, 83, 85, 94, 95, 97, 100, 101, 106-109, 112, 113, 115, 118-120, 130, 131, 133, 136-138, 140, 142, 143, 148-152, 154-158;

TG6: 22, 23, 28, 29, 34, 41, 43, 46, 47, 58, 64, 65, 66, 70, 71, 73, 76, 77, 79, 82, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157;

TG7: 22, 28, 29, 31, 34, 35, 40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 76, 82-84, 94, 95, 100, 106, 107, 109, 112, 113, 118, 119, 130-133, 136-138, 142-145, 148, 149, 154, 155;

TG8: 22, 23, 28, 29, 34, 35, 38, 40, 41, 43, 46, 49, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 85, 94, 100, 101, 106, 107, 112, 113, 118, 119, 130, 136, 137, 141-143, 148, 149, 154, 155, 157;

TG9: 22, 23, 25, 28, 29, 34-37, 40, 41, 45-47, 58, 59, 64, 65, 70, 71, 76, 77, 81-83, 87, 94, 95, 100, 101, 106, 107, 112, 118, 119, 130, 131, 136, 137, 142-144, 154, 155

c. Demonstrate the proper use of a book:

Read-Aloud Time offers opportunities for children to understand conventions of reading as

<p><i>continued</i></p>	<p>teachers highlight book features, turn books page by page, and demonstrate the proper use of a book.</p> <p>TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 73, 77, 79, 83, 95, 96, 101, 102, 107, 108, 113, 114, 119, 131, 137, 143, 149, 155, 157;</p> <p>TG2: 23, 29, 31, 35, 37, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 101, 107, 109, 113, 115, 119, 131, 137, 143, 149, 151, 155;</p> <p>TG3: 23, 29, 31, 35, 41, 43, 47, 59, 65, 67, 71, 77, 79, 83, 95, 101, 107, 113, 115, 119, 131, 137, 143, 149, 151, 155;</p> <p>TG4: 23, 25, 29, 35, 37, 41, 43, 47, 59, 65, 71, 77, 79, 83, 95, 101, 107, 113, 119, 121, 131, 133, 137, 139, 143, 149, 155, 157;</p> <p>TG5: 23, 29, 35, 41, 47, 59, 60, 65, 71, 72, 73, 77, 83, 89, 95, 96, 97, 101, 107, 108, 109, 113, 115, 119, 131, 133, 137, 143, 149, 159;</p> <p>TG6: 23, 25, 29, 35, 41, 47, 59, 65, 71, 73, 77, 79, 83, 95, 97, 101, 107, 113, 119, 131, 133, 137, 143, 149, 151, 155, 157;</p> <p>TG7: 23, 25, 29, 35, 41, 43, 47, 59, 61, 65, 67, 71, 73, 77, 79, 83, 95, 101, 107, 109, 113, 119, 131, 133, 137, 139, 143, 149, 155;</p> <p>TG8: 23, 29, 35, 37, 41, 43, 47, 59, 61, 65, 71, 73, 77, 85, 95, 97, 101, 103, 107, 113, 119, 131, 137, 139, 143, 145, 149, 155, 157;</p> <p>TG9: 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 59, 65, 71, 73, 77, 83, 95, 101, 103, 107, 113, 119, 121, 131, 137, 139, 143, 149, 151, 155</p> <p>d. Identify the title of a book:</p> <p>TG1: 23, 35, 77, 83, 95, 101, 149;</p> <p>TG2: 29, 41, 47, 59, 65, 71, 95, 101, 107, 143, 159;</p> <p>TG3: 41, 47, 59, 77, 156;</p> <p>TG4: 23, 41, 47, 58, 59, 65, 101, 107, 159;</p> <p>TG5: 41, 77, 101, 108, 131;</p> <p>TG6: 47, 95, 96, 119, 143, 155;</p> <p>TG8: 59, 71, 149;</p> <p>TG9: 137</p> <p>e. Demonstrate that text is read from left to right:</p> <p>TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154;</p> <p>TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154;</p> <p>TG4: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p>
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<p><i>continued</i></p>	<p>f. Identify pictures, shapes, letters and numerals: TG1: 23, 38, 39, 42, 50, 60, 65, 66, 75, 78, 80, 95, 98, 107, 116, 117, 120, 130, 136, 137, 142, 144, 148, 154; TG2: 22, 24, 28, 29, 31, 34, 40, 42, 46, 47, 50, 51, 58, 60, 62-64, 67-70, 74-76, 78, 80-82, 84, 86, 87, 94, 98, 100, 104-106, 108, 112, 116, 118, 129, 130, 132, 136, 137, 139, 142, 147, 148, 154, 156; TG3: 22, 28, 34, 40, 46, 58, 59, 64, 70, 71, 76, 77, 82, 83, 94, 99, 100, 102, 105, 106, 112, 116, 118, 120, 121, 130, 131, 136, 137, 142, 148, 154, 158, 159; TG4: 22, 28, 32, 34, 40, 46, 51, 58, 60-65, 68-71, 74-77, 80-82, 86, 92, 94, 96, 97, 99, 100, 106, 107, 110, 112, 114, 116-118, 120, 122, 130, 136, 142, 148, 152-154, 156; TG5: 22, 28, 34, 40, 46, 58, 64, 65, 66, 68-71, 76, 82, 94, 98-100, 105, 106, 112, 118, 130, 134-136, 140-142, 146, 148, 149, 152, 154, 158, 159; TG6: 22-36, 38-40, 42-46, 50, 58, 59, 64, 66, 70-72, 76-79, 82, 94, 96, 98, 100, 103, 104, 106, 112, 118, 130, 132-136, 140-142, 145, 146-148, 152-154, 158, 159; TG7: 22, 23, 26, 28, 32, 34, 38, 40, 41, 44, 46, 50, 51, 58, 60-62, 64, 68-70, 74, 76, 78-82, 94, 96, 99, 100, 105, 106, 112, 118, 130, 136, 142, 147, 148, 154, 156; TG8: 22, 23, 27-29, 32, 34, 40, 45, 46, 58, 64, 69-71, 76, 82-84, 94, 100, 104-106, 108, 110-112, 117, 118, 123, 130, 134-136, 141-143, 146, 148, 153, 154; TG9: 22, 26-28, 32-34, 39, 40, 44, 46, 48, 50, 51, 58, 64, 70, 75, 76, 78, 82, 94, 98-100, 104-106, 109, 112, 116, 118, 130, 134-136, 142, 148, 153, 154</p>
<p>2. Use strategies to prepare for reading (before reading)</p>	<p>TG1: 23, 59, 71, 77, 95, 113, 137, 143; TG2: 23, 29, 47, 59, 65, 77, 83, 95, 101, 131, 143; TG3: 23, 35, 47, 65, 71, 95, 149; TG4: 29, 41, 59, 107, 143; TG5: 29, 35, 41, 47, 59, 65, 95, 113, 119, 131, 143; TG6: 35, 47, 65, 71, 77, 73, 95, 107, 119, 131; TG7: 47, 59, 65, 71, 77, 83, 95, 101, 131; TG8: 23, 29, 41, 59, 71, 77, 95, 101, 107, 113, 119, 131, 143, 149; TG9: 23, 29, 35, 41, 47, 59, 71, 77, 83, 95, 101, 107, 113, 119, 149</p>
<p>3. Use strategies to make meaning from text (during reading)</p>	<p>a. Use illustrations to construct meaning TG1: 29, 35, 65, 83, 95, 101, 113, 119, 131, 137, 143, 155; TG2: 23, 29, 65, 71, 77, 107, 119, 131, 137, 143, 149; TG3: 23, 41, 47, 77, 83, 101, 131; TG4: 23, 41, 47, 59, 65, 71, 83, 95, 101, 107, 113, 131;</p>

<p><i>continued</i></p>	<p>TG5: 23, 29, 41, 49, 71, 77, 83, 101; TG6: 23, 29, 41, 47, 71, 77, 83, 95,101, 119, 155; TG7: 23, 59, 71, 95, 107, 119, 131, 137; TG8: 23, 25, 35, 41, 47, 65, 83, 95, 107, 119, 131, 137, 155; TG9: 23, 35, 65, 95, 107, 113, 119</p> <p>b. Make and confirm predictions: TG1: 29, 93, 101, 103; TG2: 23, 29, 42, 108, 111, 131; TG3: 23, 33, 42, 43, 62, 68, 80, 101; TG4: 29, 41, 59, 62, 65, 86, 141, 147, 153; TG5: 24, 27, 41, 45, 63, 67, 69, 80, 81, 108; TG6: 27, 47, 59, 65, 75, 77, 95, 107, 131; TG7: 115, 117, 131, 135, 146, 147; TG8: 23, 29, 39, 59, 147; TG9: 23, 39, 41, 42, 63, 71, 87, 117, 137</p> <p>c. Connect events, characters, and actions in stories to specific life experiences: TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 65, 67, 71, 83, 95, 107, 143, 149; TG3: 35, 41, 59, 115; TG4: 23, 25, 29, 41, 65, 77, 107, 113, 131; TG5: 77, 95, 113; TG6: 101, 107; TG7: 41, 65, 67, 77, 95, 101; TG8: 83, 95, 113, 155; TG9: 41, 59, 65, 71, 137, 143</p>
<p>4. Demonstrate understanding of text (after reading)</p>	<p>a. Recall information from text: TG1: 41, 47, 59, 73, 77, 79, 85, 107, 115, 119, 137, 139, 149, 155; TG2: 29, 65, 67, 71, 101, 113, 149, 155; TG3: 59, 65, 71, 107, 113, 119, 131, 137, 149, 151, 155; TG4: 23, 29, 35, 41, 65, 95, 137, 143, 149, 155; TG5: 23, 35, 41, 47, 49, 59, 65, 71, 77, 83, 95, 101, 113, 119, 131, 137, 143; TG6: 23, 29, 47, 65, 71, 77, 83, 95, 101, 107, 119, 131, 143, 149;</p>

continued

TG7: 29, 95, 41, 47, 59, 65, 77, 83, 95, 101, 113, 137, 143, 149;

TG8: 29, 47, 59, 71, 77, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155;

TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155

b. Respond orally to questions:

TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157;

TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157;

TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155;

TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157;

TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 ;

TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157;

TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155;

TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157;

TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155

c. Respond to text in a variety of ways

- **Retell:**

TG1: 49, 85, 107, 115, 139;

TG2: 41, 43, 79, 121;

TG3: 73, 121, 133, 139, 157;

TG4: 25, 49, 67, 78, 85, 145, 149, 157;

TG5: 31, 49, 59, 61, 73, 77, 103, 109, 113, 121, 133;

TG6: 73, 79; **TG7:** 25, 31, 121, 145, 151, 157;

TG8: 25, 29, 47, 71, 101, 151, 157;

TG9: 25, 31, 77

continued

- **Dramatize:**
TG1: 47, 59, 65, 83, 137, 151;
TG2: 47;
TG3: 133, 137, 141, 159;
TG4: 37, 101, 113, 155;
TG5: 29, 41, 61, 77, 101, 131, 143, 145;
TG6: 131, 143;
TG7: 23, 29, 35, 43, 59, 113;
TG8: 65, 67, 101, 143;
TG9: 131
- **Draw:**
TG1: 139, 145, 151, 157;
TG2: 85, 95, 115, 151;
TG3: 35, 47, 59;
TG4: 61, 83;
TG5: 79, 83, 95, 121;
TG6: 107, 155;
TG7: 75, 109, 139;
TG8: 37;
TG9: 25, 31, 35, 41, 47, 71, 73, 139, 151

d. Review the purpose for reading:

- TG2:** 29;
TG3: 149;
TG6: 137, 149;
TG9: 119, 140

e. Retell a story as though reading a book:

- TG2:** 77;
TG6: 115, 157;
TG8: 141;
TG 9: 150

<p><i>continued</i></p>	<p>Children retell their own stories on the interactive software activity, Writer's Corner. Prompted by a picture, children can write a story, record the story, and/or print as a four page book.</p> <p>TG2: 93; TG3: 93; TG4: 57; TG5: 21; TG6: 57; TG7: 129; TG8: 57, 93; TG9: 67</p>
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*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Comprehension of Information Text

Standard: Students will read, comprehend, interpret, and evaluate informational text.

A. Comprehension of Informational Text

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Develop comprehension skills by reading a variety of informational texts 2. Recognize and use text features to facilitate understanding of informational texts 3. Develop knowledge of organizational structure of informational text 4. Determine important ideas and messages in informational texts 5. Evaluate informational text 	<p>TG1: 23, 29, 35, 41-43, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137; TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149; TG3: 59, 66, 67, 77, 79, 83, 95, 101, 119, 123; TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121; TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151, 157; TG7: 23, 35, 39, 47, 65, 99, 119; TG8: 23, 29, 35, 37, 41, 47, 59, 61, 65, 71, 77, 83-85, 95, 97, 107, 131, 137; TG9: 47, 49, 95, 99, 103, 113, 135, 137</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Comprehension of Literary Text

Standard: Students will read, comprehend, interpret, analyze, and evaluate literacy text.

A. Comprehension of Literary Text

Indicators	Citations or examples and corresponding page numbers from Teacher’s Text
1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts	TG1: 95, 101, 107, 111, 131, 143, 149, 151, 153, 155, 157; TG2: 23, 29, 41, 47, 65, 71, 77, 83, 85, 95, 101, 107, 109, 111, 113, 115, 159; TG3: 23, 26, 31, 41, 43, 45, 47, 59, 65, 87, 107, 113, 115, 131, 133, 137, 138, 141, 147, 149, 151-153, 155, 159;
2. Use text features to facilitate understanding of literary texts	TG4: 23, 25, 26, 29, 30, 35, 36, 38, 41, 45, 47, 59, 61, 67, 73, 83, 95, 101, 123, 131, 137, 139, 143, 151, 155, 159;
3. Use elements of narrative texts to facilitate understanding	TG5: 23, 29, 31, 35, 41, 47, 49, 59, 60, 65, 66, 71-73, 77-79, 95, 97-99, 101-103, 113, 115, 123, 131, 133, 135, 137, 140, 141, 145;
4. Use elements of poetry to facilitate understanding	TG6: 23, 25, 29, 35, 41, 47, 65, 71, 73, 77, 79, 83, 95, 96, 101, 107, 113, 115, 119, 131, 132, 133, 137, 143, 149;
5. Use elements of drama to facilitate understanding	TG7: 25, 29, 31, 41-43, 47, 59, 65, 67, 71, 73, 77, 79, 83, 95, 101, 107, 113, 119, 121, 131, 133, 137, 139, 143, 145, 155, 157;
6. Determine important ideas and messages in literary texts	TG8: 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 65, 71, 77, 83, 84, 101, 103, 107, 111, 113, 115, 119, 131, 137, 139, 141, 143, 145, 149, 151, 155, 157, 159; TG9: 23, 25, 27, 29, 31, 33, 35, 37, 41, 43, 45, 47, 59, 65, 71, 77, 79, 81, 83, 87, 95, 101, 107, 113, 119, 121, 131, 137, 139, 143, 144, 145, 149, 151, 153

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Writing

Writing

Grades PreK - 3

Standard: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Compose texts using the prewriting and drafting strategies of effective writers and speakers 2. Compose oral and visual presentations that express personal ideas 3. Identify how language choices in writing and speaking affect thoughts and feelings 	<p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100,106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 133, 136, 137, 139, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156;</p> <p>TG2: 22, 23, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36, 37, 40, 42, 43, 44, 46, 57, 59, 60, 65, 67, 71, 72, 79, 81, 83, 84, 85, 93, 96, 97, 100, 102, 103, 107, 109, 112, 114, 119, 130, 139, 142, 145, 154, 156, 157;</p> <p>TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 59, 61, 73, 75, 85, 86, 96, 97, 100, 105, 114, 121, 123, 138, 139, 143, 145, 152, 156, 157;</p> <p>TG4: 25, 49, 57, 58, 61, 67, 69, 70, 73, 79, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159;</p> <p>TG5: 29, 30, 31, 38, 43, 46, 58, 59, 64, 67, 70, 75, 79, 82, 94, 100, 101, 106, 109, 115, 116, 118, 130, 131, 132, 134, 135, 136, 139, 142, 144, 146, 148, 151, 152, 153, 154, 156, 157;</p> <p>TG6: 22, 23, 28, 34, 35, 37, 40, 45, 46, 57, 61, 67, 74, 97, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 141, 145, 155, 156, 157;</p> <p>TG7: 24, 25, 31, 36, 37, 49, 50, 77, 78, 97, 103, 109, 115, 121, 129, 130, 132, 145, 148, 151, 154, 155;</p> <p>TG8: 24, 25, 26, 29, 30, 31, 33, 35, 36, 37, 41, 42, 43, 48, 49, 57, 60, 66, 72, 78, 84, 85, 93, 97, 99, 103, 109, 113, 115, 120, 121, 133, 135, 139, 145, 147, 151, 157;</p> <p>TG9: 23, 25, 29, 30, 33, 39, 42, 48, 57, 58, 60, 61, 64, 66, 67, 73, 76, 77, 79, 85, 94, 98, 100, 102, 103, 106, 109, 112, 115,118, 123, 130, 131, 136, 137, 142, 145, 148, 154, 155</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading/English Language Arts

Controlling Language

Controlling Language

Grades PreK– 3

Standard: Students will control language by applying the conventions of standard English in speaking and writing.

- A. Grammar
- B. Usage
- C. Mechanics

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

<ol style="list-style-type: none"> 1. Use grammar concepts and skills that strengthen oral language 2. Comprehend and apply standard English usage in oral language 3. Comprehend basic punctuation and capitalization in written language 	<p>TG1: 28, 95, 98, 99, 106, 113, 123, 149; TG2: 25, 29, 58, 60, 65, 66, 79, 84, 94, 96, 99; TG3: 39, 48, 68, 71, 95, 101, 111, 131, 138, 145, 155, 157; TG4: 23, 24, 25, 27, 29, 41, 66, 111, 115, 119, 131, 137, 143, 155, 156; TG5: 59, 60, 61, 67, 73, 78, 81, 83, 85, 98, 99, 113, 114, 115, 137, 150, 151, 156; TG6: 23, 59, 60, 65, 71, 77, 95, 107, 108, 112, 113, 114, 115, 117, 120, 145, 150, 151, 155, 156; TG7: 22, 25, 27, 51, 60, 65, 84, 85, 95, 102, 118, 121, 130, 136, 142, 148, 154; TG8: 24, 35, 37, 59, 60, 65, 72, 77, 95, 101, 113, 135, 138, 156; TG9: 29, 65, 70, 74, 82, 83, 95, 103, 106, 112, 118, 119, 130, 136, 137, 140, 142, 148, 152; 154</p>
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*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Reading/English Language Arts
Listening and Speaking

Listening	
Standard: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
1. Demonstrate active listening strategies 2. Comprehend and analyze what is heard	<p>TG1: 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 47, 48, 59, 60, 61, 62, 65, 66, 69, 70, 71, 72, 75, 77, 78, 83, 84, 85, 86, 87, 93, 94, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 107, 108, 109, 111, 112, 113, 116, 118, 119, 121, 130, 147, 152, 159;</p> <p>TG2: 22, 23, 24, 28, 30, 31, 35, 40, 41, 42, 46, 47, 51, 56, 58, 60, 65, 66, 70, 72, 73, 80, 95, 96, 101, 102, 107, 108, 113, 114, 130, 135, 141, 144, 148, 149, 150, 153, 154;</p> <p>TG3: 22, 23, 24, 26, 28, 29, 32, 34, 37, 41, 44, 47, 49, 59, 65, 70, 72, 73, 77, 78, 83, 84, 95, 96, 100, 108, 109, 117, 118, 137, 148, 159;</p> <p>TG4: 20, 22, 23, 25, 26, 30, 31, 33, 34, 39, 41, 42, 46, 48, 50, 59, 60, 61, 65, 66, 68, 69, 74, 82, 85, 94, 98, 99, 105, 107, 108, 111, 120, 121, 123, 130, 131, 134, 135, 141, 142, 150, 154;</p> <p>TG5: 23, 24, 26, 27, 28, 34, 36, 37, 39, 40, 44, 45, 46, 58, 63, 64, 68, 70, 75, 76, 80, 82, 94, 100, 106, 110, 112, 117, 118, 130, 136, 153, 154, 159;</p> <p>TG6: 22, 24, 25, 26, 27, 30, 31, 35, 37, 39, 42, 46, 48, 50, 59, 60, 65, 69, 71, 75, 78, 82, 84, 85, 86, 94, 95, 98, 104, 107, 108, 116, 120, 121, 123, 130, 132, 134, 135, 139, 141, 142, 148, 150, 154, 155;</p> <p>TG7: 23, 26, 29, 33, 35, 41, 42, 47, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 95, 97, 106, 107, 109, 112, 113, 117, 118, 120, 123, 131, 133, 134, 135, 139, 140, 141, 146, 147, 148, 153, 154, 158, 159;</p> <p>TG8: 23, 24, 29, 31, 33, 39, 40, 41, 45, 47, 51, 58, 65, 77, 81, 83, 86, 87, 95, 96, 97, 99, 101, 102, 107, 112, 117, 137, 141, 143, 148, 151, 152, 153, 154, 156;</p> <p>TG9: 22, 23, 26, 29, 32, 33, 34, 37, 40, 41, 44, 47, 59, 63, 65, 69, 70, 71, 75, 84, 95, 98, 101, 105, 113, 115, 116, 119, 131, 135, 143, 147, 149, 151, 155, 156;</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Reading English/Language Arts

Speaking

Standard: Students will communicate in a variety of situations with different audiences, purposes, and formats.

A. Speaking

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Use organization and delivery strategies 2. Make oral presentations 	<p>TG1: 28,49, 65, 71, 73, 75, 77, 83, 95, 98, 99, 103, 107, 111, 113, 115, 123, 137, 149, 150, 151;</p> <p>TG2: 25, 29, 33, 39, 43, 58, 65, 66, 79, 84, 94, 96, 99, 101, 107, 121, 138, 139, 151, 157;</p> <p>TG3: 26, 27, 29, 31, 39, 48, 63, 68, 71, 73, 94, 95, 101, 106, 111, 113, 114, 115, 121, 131, 132, 137, 138, 139, 145, 149, 150, 151, 155, 157, 159;</p> <p>TG4: 23, 24, 25, 26, 27, 29, 31, 35, 41, 49, 65, 66, 67, 85, 111, 113, 115, 131, 133, 139, 143, 145, 151, 155, 156, 157;</p> <p>TG5: 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 67, 73, 78, 79, 81, 83, 85, 99, 101, 102, 104, 109, 111, 113, 114, 115, 121, 141, 144, 145, 150, 151, 152, 156;</p> <p>TG6: 23, 27, 29, 30, 35, 43, 59, 60, 67, 73, 95, 107, 108, 112, 113, 114, 115, 117, 131, 143, 145, 150, 151, 155, 156, 157;</p> <p>TG7: 22, 25, 27, 29, 31, 36, 51, 60, 65, 77, 83, 84, 85, 96, 102, 113, 118, 119,120, 121, 130, 135, 136, 142, 145, 148, 151, 154, 157;</p> <p>TG8: 23, 24, 25, 31, 35, 37, 47, 49, 60, 65, 71, 72, 77, 95, 101, 103, 113, 115, 121, 123, 135, 143, 145, 151, 154, 156</p> <p>TG9: 24, 25, 29, 30, 36, 51, 65, 67, 70, 73, 74, 79, 80, 82, 83, 95, 103, 106, 112, 118, 119, 130, 131, 136, 140, 142, 148, 150, 154, 155, 157;</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Mathematics

Knowledge of Algebra, Patterns, and/or Functions Grades PreK – 3	
Standard: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
A. Patterns and Functions	
B. Expressions, Equations, and Inequalities	
Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Identify, copy and extend non-numeric patterns 2. Identify inequalities 	<p>1. Identify, copy and extend patterns Children must learn to identify attributes and sort objects before they identify, copy, and extend patterns. Note that those precursor skills are taught and then exploration of patterns begins in Theme 3, beginning with movement patterns. Example—Theme 3: Page 50 Children copy and extend a pattern with rhythm sticks. Theme 3: Page 140 By the time children have moved to week 4 of this theme they are creating color patterns with cubes. Notice the connection to the Read Aloud story to integrate math into the instructional day. TG1: 122; TG2: 50, 51; TG3: 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159; TG5: 86, 87, 122, 123; TG6: 45, 99, 111; TG7: 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; TG8: 50, 51, 134, 135, 159; TG9: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141.</p> <p>Identify inequalities Example—Theme 4: Page 111 Children engage in a game with a partner and determine who had the most squeezes of a bottle in one minute. They then explain what <u>caused</u> the difference. <i>Why did one of you have more squeezes than the other?</i> TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159; TG2: 108, 111; TG3: 33 65, 74, 75, 78, 80, 109, 110, 116, 122; TG4: 32, 50, 111, 134, 135, 140, 146, 151, 153, 159, 192;</p>

continued

TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117;

TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153;

TG7: 51, 66, 98, 110, 116, 117;

TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159;

TG9: 74, 75, 98, 104, 134, 152, 159.

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Mathematics

Knowledge of Geometry

Standard: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shapes, size, position, or motion of objects.

- A. Plane Geometric Figures
- B. Solid Geometric figures
- C. Transformations

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ul style="list-style-type: none"> 1. Recognize and use attributes of plane geometric figures 2. Recognize and use the attributes of solid geometric figures 3. Begin to recognize a transformation 	<p>Name shapes: Example—Theme 6: Page 104 Children identify squares and rectangles on the faces of cubes and rectangular prisms. Note: Solid geometric figures are included here because children recognize and name the faces of those figures (a square is on each face of cube). TG1: 38, 39, 50, 75, 80, 98, 116; TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139; TG3: 99, 102; TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99; TG5: 65, 69, 105; TG6: 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152; TG7: 61, 62, 96, 99, 105, 147; TG8: 71, 105, 110, 153; TG9: 26, 27, 32, 33, 39, 44, 50, 51.</p> <p>Use and Construct shapes: Example—Theme 6: Page 32 Children construct triangles with AngLegs (FSPK math manipulative provided in program). They construct a right angle and then construct rectangles. Note: children use their own bodies to learn the vocabulary word for <i>angle</i> before using the manipulative. TG1: 50, 51, 69, 80, 81; TG2: 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 105, 116, 117, 122, 137, 139; TG3: 38, 39; TG4: 62, 63, 68, 69, 74, 75, 80; TG6: 26, 31, 32, 38, 39, 42, 44, 45, 50, 105, 146, 147; TG7: 97, 99, 109;</p>

continued

TG8: 105, 110;

TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51.

Recognize and use the attributes of solid geometric figures:

Example—Theme 4: Page 62 Children compare an apple to a tennis ball. They determine that the ball is a perfect sphere.

TG2: 62, 63;

TG4: 62, 63, 74, 75;

TG5: 99

TG6: 104

Construction Center activities throughout each Theme provide hands-on experiences with three-dimensional shapes. Theme 6: Week 1 focuses specifically on construction terms and Theme 6: Week 3 on “I Can Build” where children use the attributes of solid geometric figures.

Begin to recognize a transformation:

Example—Children build precursor skills throughout the year. In Theme 9: Page 26 students are transforming the green pattern blocks by sliding, flipping and turning to create a new shape.

TG1: 146;

TG2: 32, 62, 74, 80, 116, 117, 122;

TG3: 39;

TG4: 62, 63;

TG6: 98, 103, 105, 110, 111;

TG7: 86, 87;

TG9: 26, 27, 44, 51.

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Mathematics

Knowledge of Measurement

Standard: Students will identify attributes, units, or systems of measurement or apply a variety of techniques, formulas, tools, or technology for determining measurements.

- A. Measurement Units
- B. Measurement Tools

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

- 1. Recognize and use measurement attributes
- 2. Measure in non-standard units

Length, height:
 Example—Theme 3: Page 32 Children learn about the use of the ruler and its length of 12 inches. They measure out 8 feet, the size of a giraffe’s neck and compare that to the door in their classroom. Children develop their own tool for size comparison and compare heights. Page 33 has children continuing the lesson in a workstation where they play a game to compare lengths.
TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153;
TG2: 43, 63, 75, 111;
TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147;
TG4: 33, 73, 104, 115, 144, 145;
TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159;
TG6: 38, 68, 69, 80, 81, 86, 87, 110;
TG7: 93, 153, 159;
TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158;
TG9: 44, 49, 87, 98, 133, 134, 135, 140, 147.

Weight:
 Example—Theme 3: Page 74 Children compare objects on a balance scale to determine which one is heavier and which one is lighter.
TG1: 152;
TG3: 62, 54, 68, 69, 74, 75;
TG5: 69;
TG6: 74;
TG8: 78, 74;

continued

TG9: 37, 133, 140.

Capacity of Containers:

Example—Theme 1: Page 146 Early in the year children are introduced to the concept of capacity. Children then explore capacity through two hands-on math workstations found on page 147.

TG1: 141, 146, 147;

TG2: 39;

TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117;

TG4: 86, 87, 138, 144, 145, 159;

TG5: 32, 33, 81, 153;

TG6: 62, 63;

TG7: 157;

TG8: 45, 71;

TG9: 117, 140, 141

Time:

TG1: 30, 31, 33, 86, 87, 141, 158, 159;

TG2: 23;

TG3: 50, 51, 86, 87, 158;

TG4: 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157;

TG5: 158;

TG6: 123;

TG7: 115, 146, 147, 157;

TG8: 131, 132, 133;

TG9: 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Mathematics

Knowledge of Statistic

Standard: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions

- A. Data Displays
- B. Data Analysis.

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

- 1. Explore and display data
- 2. Analyze data

Note: Precursor skills of *identifying attributes* and *sorting objects by attributes* are addressed before students fully understand graphing information.
 Example—Theme 6: Page 116. Students create a graph focusing on the number of letters in each person’s name. On page 117 the students continue their investigation in the math center.
TG1: 110, 111, 115;
TG2: 66, 104, 108, 146, 147;
TG3: 26;
TG4: 26, 68, 74, 140, 141;
TG5: 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147;
TG6: 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159;
TG7: 98, 104, 105, 110, 111, 116, 117, 122, 123;
TG8: 43,45, 57, 122, 123, 135, 146, 152, 153, 158, 159;
TG9: 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153.

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Mathematics

Knowledge of Number Relationships and Computation/Arithmetic	
Standard: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies paper/pencil, or technology.	
A. Knowledge of Number Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
1. Apply knowledge of whole numbers	<p>Number Relationships and Computation: The following shows when specific skills are introduced. Previously taught skills continue to be developed and enhanced through practice and application: <u>Theme 2, Week 1, Day 2:</u> Identify small quantities through counting (one-to-one correspondence) or subitizing (eyeballing) <u>Theme 3, Week 3, Day 5:</u> Count to 10 using strategies, such as one-to-one filling of a ten-frame <u>Theme 4, Week 4, Day 4:</u> Rote counting to 20 using strategies of one-to-one, counting up, using a number line, recognizing numerals) <u>Theme 5, Week 3, Day 5:</u> Counting, ordering and comparing quantities to 10 by discovering patterns, such as doubling. <u>Theme 6, Week 4, Day 1:</u> Making sets of objects using strategies (one-to-one matching to a referent set, counting and cardinality, reading numerals) <u>Theme 7, Week 1, Day 5:</u> Describing number relationships/ patterns, using direct comparison <u>Theme 8, Week 1, Day 5:</u> Counting how many altogether using strategies counting all, counting on, and recognizing patterns (counting by groups). <u>Theme 9, Week 3, Day 4:</u> Sharing and dividing quantities using strategies one to one matching, grouping, and recognizing odd and even quantities (patterns).</p> <p>Count with One-to-One Correspondence: Example—Theme 6: Page 134 Later in the year children build on counting skills by comparing sets of objects. Children use FSPK materials to apply counting strategies (eyeballing, number lines, ten frames, etc.) TG1: 31, 34, 35, 61, 62, 63, 87, 153; TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46,60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; TG3: 37, 42, 116, 117;</p>

continued

TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159;

TG5: 38, 39, 61, 116, 117, 133;

TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153;

TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153;

TG8: 109, 111, 134, 140;

TG9: 38, 39, 105, 117, 132, 141, 147.

Cardinality:

Example—Theme 8: Page 26 Children apply cardinality to move forward with combining two sets of objects. Children continue their exploration of this concept in the practice activity in the Creativity Station where they draw two sets of animals based on the number cubes they roll.

TG1: 63, 153;

TG2: 26, 27, 38, 39, 68, 104, 105, 108, 135;

TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123;

TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG5: 44, 81, 87, 97, 110, 111;

TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159;

TG7: 32, 32, 38, 44, 45, 51, 116, 153;

TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159;

TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153.

Ordinal Numbers:

Example—Theme 3: Page 104 Children use ordinal numbers for the floors of the skyscraper they build with blocks.

TG1: 26, 86;

TG3: 98, 99, 104, 134, 135, 140, 145, 146, 152, 153, 158;

TG4: 26, 38, 39;

TG5: 68, 80, 86, 87, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG7: 74;

TG8: 104, 105, 110;

TG9: 110.

continued

Recognizes numerals:

Example—Theme 6: Page 132 Children are actively engaged in recognizing numerals by participating in the Numeral Dance. Each numeral has its own movement.

TG1: 116, 117;

TG2: 46, 47, 50, 51;

TG3: 116, 158, 159;

TG4: 32, 110, 111, 116, 117, 122, 152, 153;

TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159;

TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159;

TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81;

TG8: 32, 104, 117, 134, 135, 141;

TG9: 98, 99, 104, 109, 116, 153.

Same (equal), More, Less:

Example—Theme 4: Page 146 Children compare quantities cups and straws, using vocabulary *more*, *less*, and *as many as*. Introduce the word *equal*.

TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159;

TG2: 108, 111;

TG3: 33 65, 74, 75, 78, 80, 109, 110, 116, 122;

TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192;

TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117;

TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153;

TG7: 51, 66, 98, 110, 116, 117;

TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159;

TG9: 74, 75, 98, 104, 134, 152, 159

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Mathematics

Processes of Mathematics

Grades PreK - 3

Standard: Students demonstrate the processes of mathematics by making connections and applying reasoning to solve and to communicate their findings.

- A. Problem solving
- B. Reasoning
- C. Communication
- D. Connections

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

1. Apply a variety of concepts, processes, and skills to solve problems
2. Justify ideas or solutions with mathematical concepts or proofs
3. Present mathematical ideas using words, symbols, visual displays, or technology
4. Relate or apply mathematics within the discipline, to other disciplines, and to life

Each day *in Frog Street Pre-K* children are engaged in a math lesson and offered two math practice activities to further explore what is learned in the math lesson. Brian Mowry, the author of *Frog Street Pre-K*’s math instruction, focuses on the inquiry approach, carefully sequencing instruction of skills throughout the year. Children are always encouraged to represent their thinking orally or pictorially using objects, pictures, and words.
TG 1- 9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159.

Theme 4, Week 4 focuses on breaking down a problem into manageable parts until a solution is identified. During this week literacy lessons and read-aloud time also focuses on problem solving.

Problem Solving:

Example—**TG 4:** Page 140 Children create a hexagon shape using pattern blocks. Children are asked “*How do you know?*” to encourage communication of their thinking.

TG1: 20, 37, 38, 45, 63, 68, 69, 74, 80, 98, 103, 104, 110, 115, 121,122, 123, 128, 132, 133, 134, 140, 146, 147, 152, 157, 158;

TG2: 26, 31, 39, 44, 45, 56, 57, 69, 74, 75, 80, 81, 86, 87, 92, 98, 105, 110, 111, 116, 122, 134, 135, 146;

TG3: 20, 33, 38, 39, 42, 43, 44, 62, 63, 73, 75, 87, 92, 93, 98, 103, 105, 108, 110, 111, 117, 122, 122, 134, 146;

TG4: 21, 27, 32, 37, 39, 45, 49, 51, 57, 68, 69, 74, 81, 93, 99, 111, 122, 129, 130, 134, 138, 140,

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141, 142, 144, 145, 147, 152, 159;

TG5: 26, 27, 38, 44, 45, 50, 51, 56, 62, 63, 67, 68, 69, 74, 80, 81, 86, 92, 98, 104, 105, 110, 116, 117, 122, 128, 134, 140, 145, 146, 152, 153, 158;

TG6: 20, 21, 25, 26, 27, 31, 32, 33, 38, 39, 43, 44, 50, 51, 56, 61, 62, 68, 69, 74, 81, 87, 92, 97, 98, 99, 103, 104, 110, 111, 116, 122, 129, 134, 146, 153, 158;

TG7: 20, 21, 27, 32, 33, 38, 39, 44, 45, 49, 50, 56, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93, 98, 110, 111, 116, 117, 122, 128, 129, 133, 134, 135, 140, 141, 145, 146, 147, 152, 157, 158;

TG8: 20, 26, 27, 31, 32, 33, 39, 44, 50, 56, 61, 62, 63, 68, 74, 75, 80, 81, 85, 86, 92, 98, 104, 105, 110, 116, 122, 123, 128, 134, 140, 141, 146, 147, 152, 158;

TG9: 20, 26, 27, 32, 37, 38, 39, 43, 44, 45, 50, 51, 62, 68, 73, 74, 80, 86, 87, 92, 93, 98, 104, 108, 110, 115, 116, 122, 123, 129, 133, 134, 140, 141, 147

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Science

Skills and Processes
Grades PreK - 3

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

- A. Constructing Knowledge
- B. Applying Evidence and Reasoning
- C. Communicating Scientific Information

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 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 2. People are more likely to believe your ideas if you can give good reasons for them 3. Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question 	<p>Science Experiences: Example—Theme 2: Page 63 Children predict which piece of fruit will sink and which float in a container of water. Example—Theme 3: Page 20 Weekly Learning Centers – Five science centers provide children with hands-on learning. Children communicate their findings. Example—Theme 4: Page 129 Children move water from one container to another using basters, eye droppers and sponges. They determine which tool is the most efficient. Example—Theme 4: Page 133 Children brainstorm and then test ways to make a margarine tub lid float from one end of the water table to the other. Example—Theme 5: Page 67 Children predict which materials they will be able to move with force of air through a straw. <i>Which item moved the easiest? Which material didn’t move at all?</i> Example—Theme 7: Page 147 Children predict and then determine which items are attracted to a magnet. Example—Theme 9: Page 63: Children conduct several sun safety experiments using energy beads. Energy beads are included in Frog Street Pre-K. They are part of the special Steve Spangler Science Equipment provided in the program. TG1: 33, 45, 61, 63, 67, 86, 99, 103, 105, 109, 111, 117, 141; TG2: 45, 63, 69, 75, 87, 99, 111, 117, 141, 147, 151, 152; TG3: 20, 51, 57, 61, 69, 73, 79, 93, 109, 123, 135, 141; TG4: 45, 50, 61, 75, 87, 105, 129, 133, 141, 145, 147, 153; TG5: 21, 27, 45, 63, 67, 69, 105, 117, 123, 146; TG6: 27, 56, 75, 85, 87, 111, 123; TG7: 69, 103, 105, 115, 117, 122, 128, 133, 135, 141, 147, 151; TG8: 27, 33, 39, 63, 75, 92, 99, 103, 123, 133;</p>

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TG9: 43, 49, 63, 87, 97, 99, 103, 123, 141, 153.

Science Knowledge Opportunities:

TG1: 26, 32, 38, 44, 50, 62, 63, 74, 75, 80, 86, 98, 104, 105, 110, 116, 122, 134, 135, 140, 146, 152, 158, 159;

TG2: 42, 44, 45, 78, 98, 104, 111, 122, 134, 140, 141, 158;

TG3: 32, 33, 38, 44, 45, 60, 62, 65, 68, 69, 72, 74, 78, 80, 81, 84, 85, 86, 87, 117, 122, 134, 135, 146, 147, 152;

TG4: 39, 44, 60, 63, 86, 87, 98, 104, 138, 140, 141, 146, 147;

TG5: 27, 32, 39, 44, 45, 62, 68, 69, 81, 86, 87, 99, 104, 105, 116, 122, 135, 140, 141, 146, 152, 158, 159;

TG6: 33, 62, 69, 71, 74, 75, 80, 81, 86, 87, 104, 110, 116, 122, 147;

TG7: 26, 27, 45, 62, 68, 86, 104, 105, 116, 117, 122, 134, 138, 140, 141, 146, 147, 150, 152, 155, 156, 158;

TG8: 33, 39, 45, 59, 86, 95, 96, 99, 101, 102, 105, 108, 114, 117, 131, 134, 135, 140, 146, 147, 152, 153, 158;

TG9: 39, 62, 63, 68, 69, 74, 75, 80, 81, 86, 99, 103, 105, 108, 111, 113, 114, 117, 120, 122, 140, 152.

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Science

Skills and Processes

PreK – grade 2

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

D. Technology

Design Constraints

Children should design and make things with simple tools and a variety of materials. They should identify a need or opportunity of interest to them, and then plan, design, make, evaluate, and modify the design with appropriate help. Children may be inclined to go with their first design notion having little practice or experience in testing or revision. Where possible, they should be encouraged to improve their ideas, but it is more important that they develop confidence in their ability to think up and carry out design projects. When their projects are complete, children can tell what they like about other’s design.

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

1. Design and make things with simple tools and a variety of materials

Example—Theme 6 I Build! I Create! focuses heavily on making things with simple tools and a variety of materials.
 Example—The Construction Center and Creativity Station ideas in each theme provide opportunities for children to make things with simple tools.
 Example—Theme 6: Page 21 Children build garages and places cars in the garage.
 Example—Theme 6: Page 39 Children reference a blueprint to build with blocks.
 Example—Theme 7: Page 103 Children will follow a pattern to cut and fold a helicopter. They will test different ways to make it fly. On the same page they will fold paper airplanes to fly and discuss *Which parts of the plane we folded will make it more aerodynamic?*
 Example—Theme 7: Page 115 Children build sailboats from a variety of provided materials. Children are asked to predict if their sailboats will float.
 Example—Theme 7: Page 145 Children build a marble run with paper-towel tubes.
 Example—Theme 6 Page: 119 Children read *The Do-Nothing Machine*. They identify materials John used in building his machine.
 Example—Theme 6: Page 108 Children construct paper fans.
 Example—Theme 3: Page 109 Children build bridges with blocks and facial tissues. They see how many pennies the bridge will hold. They experiment by making the bridge taut and less taut.

continued

TG3: 109, 111

TG4: 37, 49, 79, 133;

TG5: 45;

TG6: 21, 39, 87, 108, 109, 111, 119;

TG7: 20, 21, 103, 115, 145

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Kindergarten**

Science

Skills and Processes

PreK – Grade 2

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

D. Technology

Designed Systems

Students should practice identifying the parts of things and how one part connects and affects another. Classrooms can have available a variety of dissectible and rearrangeable objects, such as gear trains and toy vehicles and animals, as well as conventional blocks, dolls and doll houses. Students should predict the effects of removing or changing parts.

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

1. Practice identifying the parts of things and how one part connects to and affects another.

Example—Theme 1: Week 2 Children identify body parts and their functions. Week 3 Children learn how body parts help them gather information as they learn about senses.
 Example—Theme 2: Page 63 Children focus on a shoe and discuss the parts.
 Example—Theme 5: Page 50 Children list items that have a collection of parts (a traffic signal has a collection of 3 lights) or that their name is a collection of specific letters in an exact order.
 Example—Theme 6: Page 51 Children discuss the spatial relationships of the parts of the house in the photograph.
TG1: 30, 58, 60;
TG2: 63, 82, 142;
TG4: 73;
TG5: 38, 42, 50, 119, 120;
TG6: 51, 72, 81, 84, 96, 110;
TG7: 20, 21, 22, 25, 30, 31, 43, 103, 108;
TG8: 96, 101, 102, 103, 150;
TG9: 97

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Science

Skills and Processes

PreK – Grade 2

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

D. Technology

Making Models

Every opportunity should be taken to get students to talk about how the things they play with relate to real things in the world, such as toys, illustrated books, building materials, role play, picture puzzles, sculpture, etc. The more imaginative the conversation the better, for insisting upon accuracy at this level may hinder other important developments.

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

1. Examine a variety of physical models and describes what they teach about the real things they are meant to resemble

Example—Theme 8: Page 117 Children create a *frog eating bugs* story with the Fanny Frog puppet and plastic insects.
 Example—Theme 4: Page 49 Construction Center: Children build a highway with street signs and then use toy cars on the highway, following the highway laws.
 Example—Theme 6: Page 87 Children build various heights and lengths of inclined ramps and compare speed of toy cars as they roll down the ramps.
 Example—Theme 9: Page 103 Children match plastic zoo animals to illustrations in the book.
TG1: 43, 49;
TG2: 37, 44, 45, 81, 85, 99, 110, 135, 139;
TG3: 58, 64, 65, 101, 143;
TG4: 49;
TG5: 47, 150
TG6: 87, 97, 105;
TG7: 29, 66, 67, 69, 99, 137, 150, 152;
TG8: 84, 117, 151;
TG9: 19, 62, 103, 141

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Science

Earth Space Science

Standard: 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 over time.

E. Interactions of Hydrosphere and Atmosphere

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
1. Describe the weather using observations	<p>Example—Theme 7: Page 132 Children discover ways they can tell if the wind is blowing. They create wind chimes (page 135).</p> <p>Example—Theme 9: Page 72 Children compare clothing worn in winter and summer. They discuss weather changes with seasons. On Page 82 they sing “The Weather Song” and describe today’s weather.</p> <p>TG1: 141;</p> <p>TG3: 60, 61, 78, 80, 86, 87;</p> <p>TG7:130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 150, 152, 153, 156;</p> <p>TG9: 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 117</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Science

Life Science

Standard: Students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

- A. Diversity of Life
- C. Genetics

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different 2. Observe, describe and compare different kinds of animals and their offspring 	<p>Diversity of Life: Example—Theme 8: Page 77 Children read about animals and discuss the concept of camouflage. They also describe skin coverings and features of animals. Example—Theme 8: Page 108 Children compare and contrast photographs of a ladybug and a beetle. They use an insect checklist to determine the number of body parts and legs. They compare the two insects’ movement, diet and size. TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139</p> <p>Genetics: Example—Theme 8: Page 131: Children sequence photographs that show the process the insect experiences as it moves through the stages of its life cycle. Children are taught the word</p>

continued

metamorphosis. The Literacy Lesson on page 132 revisits the concept. Then children sing the “Life Cycle Chant” reinforcing vocabulary (egg, larva, pupa, adult) through music and movement.

TG3: 135;

TG4: 60;

TG5: 105;

TG8: 33, 57, 117, 131, 132, 133, 135, 145;

TG9: 35, 40, 42, 46, 47, 48, 49, 50, 51, 153

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Science

Chemistry

Standard: 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 transformations.

A. Structure of Matter

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<p>1. Use evidence from investigations to describe the observable properties of a variety of objects</p>	<p>Example—Theme 1: Page 96 Children observe using their sense of sight. The entire 3rd week of this theme focuses on learning about the senses and how we use them to gather information about the world around us. Children identify the properties and attributes they observe through their senses.</p> <p>Example—Theme 7: Page 45 Children observe the zigzag patterns made by tire tracks in the sand.</p> <p>Example—Theme 7: Page 117 Children conduct a science experiment to determine how many pennies it takes to sink boats of various sizes. They answer the question <i>Did the size of your boat impact the number of pennies it held?</i></p> <p>TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159;</p> <p>TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159;</p> <p>TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141;</p> <p>TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153, ;</p> <p>TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159;</p> <p>TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147, ;</p> <p>TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157;</p> <p>TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153;</p> <p>TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Social Studies

Political Science
Grades PreK – 3

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

- A. The Foundations and Function of Government
- B. Individual and Group Participation in the Political System
- C. Protecting Rights and Maintaining Order

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
1. Identify the importance of rules	TG1: 25, 26, 28, 33-35, 41, 42, 45, 47, 48, 101, 154;
2. Identify symbols and practices associated with the United States of America	TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41-43, 47, 48, 49, 60, 61, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 131, 143, 156, 159; TG3: 61, 63, 106, 117, 118, 134, 152, 153, 156;
3. Recognize people important to the American political system	TG4: 23, 27, 30,34, 42, 48, 51, 59, 71, 72, 74, 75, 78, 85, 123, 132; TG5: 14, 47, 51, 58, 78, 80, 86, 102, 119, 121, 123, 153;
4. Identify the roles and responsibilities of being a member of the family and school	TG6: 28, 34, 48, 61, 65-67; TG7: 27, 28, 45, 67, 71, 94, 95, 100, 118, 120, 142, 149; TG8: 35, 40, 64, 100, 112, 119, 150, 153, 156; TG9: 46, 66, 84, 107, 137, 144, 145

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Social Studies

Peoples of the Nations and World

PreK - 3

Standard: Students will understand how people in Maryland, the United States and around the world are alike and different.

- A. Elements of Culture
- B. Conflict and Compromise

Indicators

Citations or examples and corresponding page numbers from Teacher's Guide

<ol style="list-style-type: none"> 1. Identify themselves as individuals and members of families that have the same human needs as others 2. Identify how groups of people interact 	<p>TG1: 29, 38, 39, 42, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 61, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159; TG3: 61, 117; TG4: 23, 27, 59, 71, 123; TG5: 39, 47, 51; TG6: 61, 66, 67; TG7: 27, 45, 67, 71, 95; TG8: 119; TG9: 27, 66, 107, 156</p> <p>Daily Greeting Circle activities identify and demonstrate appropriate social skills. TG1- 9: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154</p>
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*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Social Studies

Geography
PreK - 3

Standard: Students will use geographic concepts and processes to understand location and its relationship to human activities.

- A. Using Geographic tools
- B. Geographic Characteristics of Places and Regions
- C. Movement of People, Good, and Ideas
- D. Modifying and Adapting the Environment

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
1. Recognize that a globe and maps are used to help people locate places	TG1: 32, 33, 45; TG2: 29, 32, 68; TG3: 58, 60, 62, 64, 66, 69, 70, 72, 74, 77, 80, 81, 83, 84, 86, 94-96, 98, 101-109, 113, 114, 116, 119;
2. Recognize that places in the immediate environment have specific physical and human-made features	TG4: 49; TG5: 135; TG6: 45, 65, 75, 83, 95, 97, 101, 122;
3. Identify the role of transportation in the community	TG7: 58, 60, 63, 65-67, 69, 71, 94, 95, 101, 102, 104, 106-110, 112, 114, 152; TG9: 62, 141, 156
4. Describe how people adapt to their immediate environment	

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
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Social Studies

Economics
Grade PreK - 3

Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

- A. Scarcity and Economic Decision-making
- B. Economic Systems and the Role of Government in the Economy

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Recognize that people have to make choices because of unlimited economic wants 2. Identify that materials/resources are used to make products 3. Explain how technology affects the way people live, work, and play 4. Identify types of local markets 5. Identify how goods are acquired 	<p>TG1: 131; TG2: 30, 33, 35, 84, 85; TG3: 131; TG4: 72, 75, 83; TG5: 119, 121, 123; TG6: 22, 65; TG7: 71; TG8: 33, 35; TG9: 107</p> <p>How information is accessible through technology: TG4: 51; TG5: 21, 143; TG6: 81, 93; TG7: 57, 69, 72; TG8: 98, 129, 159; TG9: 21</p> <p>Explore technologies that are sources of energy, including light, heat, and electricity: TG3: 78, 79, 80, 81, 84, 101, 102, 103, 113, 123, 139; TG5: 63, 81, 106; TG6: 87, 147; TG7: 105, 119,</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Social Studies

History
Grade PreK -3

Standard: Students will use historical thinking skills to understand how individuals and events have changed society over time.

A. Change Over Time

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
1. Distinguish among past, present, and future time.	<p>TG1: 30, 31, 33, 87; TG2: 70; TG4: 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; TG5: 30, 35, 56, 77, 81, 96, 119, 131, 143, 150, 153, 154, 159; TG6: 57, 58, 60, 61, 65, 66, 72, 75, 77, 87; TG9: 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 159</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Social Studies

Skills and Processes

Grade PreK -2

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.

- A. Learn to Read and Construct Meaning About Social Studies
- B. Learn to Write and Communicate Social Studies Understanding

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text 2. Use strategies to prepare for reading (before reading) 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading) 4. Use strategies to demonstrate understanding of the text (after reading) 5. Compose oral, written, and visual presentations that express personal ideas, inform and persuade 6. Locate, retrieve, and use information from various sources to accomplish a purpose <p style="text-align: center;">Skills and Process Continued</p>	<p>TG1: 13, 22, 23, 24, 28, 30, 33-35, 41-43, 47, 48, 51, 131, 149; TG2: 11, 13, 15, 29, 31, 33, 35, 37, 47, 51, 59-61, 63, 65, 66, 83, 84, 95, 96, 99, 101, 102, 119, 131, 132, 137, 138, 143, 144, 147, 149, 150, 153, 155-157, 159; TG3: 13, 61, 63, 83,95, 101, 131 TG4: 11, 13, 23, 25, 29-31, 45, 65, 75, 83, 101, 107, 109, 113, 114, 143, 155, 159 TG5: 13, 119, 123, 153 TG6: 13, 24; TG7: 13, 69, 71, 137, 149; TG8: 13, 33, 35, 150, 156; TG9: 13, 27, 33, 66, 84, 107, 111, 141, 147</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Social Studies

Skills and Processes

Grade PreK -2

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.

- C. Ask Social Studies Questions
- D. Acquire Social Studies Information
- E. Organize Social Studies information
- F. Analyze Social Studies Information
- G. Answer Social Studies Questions

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

<ul style="list-style-type: none"> 7. Identify a topic that requires further study 8. Identify a situation or problem that requires study 9. Identify primary and secondary sources of information that relate to the topic/situation problem being studied 10. Engage in field work that relates to the topic/situation/problems being studied 11. Organize information from non-print sources 12. Organize information from print sources 13. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines 14. 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>See citations above.</p>
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*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts - Music

Aesthetic Education

Standard: Students will demonstrate the ability to perceive, perform, and respond to music.

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<ol style="list-style-type: none"> 1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment 2. Experience performance through singing and playing instruments 3. Respond to music through movement 4. Experiment with standard and individually created symbols to represent sounds 	<p>TG1: 14, 22, 28, 32, 33, 40, 46, 64, 70, 76, 82, 83, 94, 100, 105, 106, 112, 118, 142, 153; TG2: 22, 33, 46, 58, 64, 78, 94, 110, 118, 135, 142, 149; TG3: 22, 29, 40, 45, 46, 51, 64, 70, 72, 73, 106, 112, 118, 132, 134, 142, 154; TG4: 23, 28, 30, 31, 64, 82, 94, 100, 106, 112, 130, 135, 142, 148, 154; TG5: 36, 140, 136, 138; TG6: 22, 40, 46, 58, 60, 65, 76, 94, 106, 118, 142, 154; TG7: 22, 26, 28, 42, 58, 86, 106, 112, 159; TG8: 22, 47, 64, 66, 82, 116, 142, 152, 154; TG9: 30, 34, 36, 46, 51, 60, 70, 76, 73, 142, 148</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts - Music

Historical, Cultural and Social Context	
Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience.	
Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<ol 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 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>TG1: 36, 39, 44, 58, 62, 64, 74, 138, 143, 146, 154; TG2: 47, 70, 142; TG3: 51, 63, 82, 94, 130, 132, 134, 136, 142, 154; TG4: 32, 98, 116, 118, 123, 135, 152; TG5: 22, 34, 47, 94, 130, 142, 144, 153; TG6: 28, 36, 60, 110, 146; TG7: 26, 32, 34, 40, 41, 58, 60, 62, 86; TG8: 28, 34, 64, 80, 86, 110, 116, 120, 122; TG9: 58, 65, 96, 98, 136, 138</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts - Music

Creative Expression and Production	
Standard: Students will demonstrate the ability to organize musical ideas and sounds creatively.	
Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<ol style="list-style-type: none"> 1. Develop the ability to improvise music through experimentation with sound 2. Develop readiness for composing and arranging by experimenting with sound 	<p>TG1: 105; TG2: 118; TG3: 46, 50, 51, 69, 118, 133, 135, 140 ; TG4: 39, 64, 80, 98, 135, 151; TG5: 39,62, 74; TG6: 63, 94, 100, 130; TG7: 32, 34, 42, 43, 62, 94, 118, 135, 159; TG8: 22, 23, 26, 49, 66, 94, 154; TG9: 82, 94, 118, 142</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts - Music

Aesthetics and Criticism

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

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<p>1. Evaluate selected musical compositions using established criteria</p>	<p>TG1: 153; TG2: 99 TG3: 134, 142; TG4: 123</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Fine Arts – Visual Arts

Aesthetic Education

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

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Identify and describe observed form 2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine 3. Use the elements of art and principles of design to organize personally meaningful compositions 	<p>TG1: 143; TG2: 43, 48, 68, 69, 74, 75, 80, 86, 105, 132, 135; TG3: 38, 75, 79, 83, 92, 99, 102, 105, 110, 116; TG4: 68, 86, 103, 210; TG5: 39; TG6: 21, 27, 28, 34, 38, 49, 93, 98; TG7: 56, 81, 99; TG9: 33, 39</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Fine Arts – Visual Arts

Historical, Cultural and Social Context

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

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Determine ways in which works of art express ideas about oneself, other people, places and events 2. Classify reasons why people create and use art by studying artworks and other sources of information 3. Differentiate among works of artists representative of different times and cultures 4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines 	<p>TG1: 31, 43, 61, 69, 117, 143; TG2: 102, 158; TG3: 27, 49, 56, 59, 65, 68, 69, 72, 74, 78, 84, 85, 86, 94, 108, 111; TG4: 59, 62, 95, 109; TG5: 111, 39; TG6: 107, 137, 138, 141, 144; TG7: 20, 37, 97, 131, 137, 139, 153; TG8: 37, 151; TG9: 571, 109, 121, 129, 133, 139, 151</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Fine Arts – Visual Arts

Creative Expression and Production

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

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Create images and forms for observation, memory, and imagination 2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel 	<p>TG1: 31, 43, 61, 69, 117, 143, 147; TG2: 25, 63, 69, 75, 87, 109, 128, 158; TG3: 11, 27, 37, 49, 56, 59, 85, 92, 103, 105, 153; TG4: 31, 33, 49, 61, 73, 85, 109, 153; TG5: 14, 20, 39, 67, 79, 81, 95, 111, 115, 147; TG6: 27, 107, 115, 121, 129, 139, 144; TG7: 25, 51, 56, 57, 85, 97, 129, 153; TG8: 27, 37, 49, 81, 145, 151, 157; TG9: 71, 109, 121, 129, 133, 139</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for Prekindergarten**

Fine Arts – Visual Arts

Aesthetics and Criticism

Standard: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
1. Develop and apply criteria to evaluate personally created artworks and the artworks of others	TG1: 143; TG2: 158; TG3: 27, 83, 95; TG6: 141; TG7: 131, 137

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts – Theatre

Aesthetics Education

Standard: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Describe ways that theatre depicts universal themes and stories 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances 	<p>TG1: 20, 56, 82, 94, 150, 151; finger plays: 189-193 TG2: 20, 25, 56, 58, 81, 101, 128, 138; finger plays: 192-199 TG3: 46, 56, 93, 106, 128, 142, 143; finger plays: 185-187 TG4: 65, 66, 85, 154; finger plays: 196-198 TG5: 20, 22, 23, 28, 29, 34, 35, 47, 56, 58, 85, 128; finger plays: 185-192 TG6: 56, 113; finger plays: 194-196 TG7: 83, 92, 93, 113, 121; finger plays: 196-201 TG8: 22, 48, 49, 56, 115, 159; finger plays: 198-205 TG9: 35, 56, 59; finger plays: 198-205</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts – Theatre

Historical, Cultural and Social Context

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

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Express a broad range of human responses to a variety of stimuli 2. Demonstrate knowledge of theatrical conventions as performers and as an audience 	<p>TG1: 49, 83, 85, 101, 107, 139, 151; TG2: 32, 79, 93, 111, 120, 121, 139, 157; TG3: 47, 70, 73, 121, 138, 139, 157; TG4: 25, 66, 67, 85, 137, 149; TG5: 28, 34, 47, 73, 85, 103, 115, 121, 130, 151; TG6: 35, 67, 79, 156, 157; TG7: 25, 29, 31, 121, 145; TG8: 31, 71, 103, 115, 151; TG9: 59, 77, 100</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts – Theatre

Creative Expression and Production

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

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Use a variety of theatrical elements to communicate ideas and feelings 2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations 	<p>TG1: 43, 49, 77, 142, 155; TG2: 81, 101, 121, 138; TG3: 41, 58, 71, 107, 111, 137, 143, 159; TG4: 66, 95, 118, 149; TG5: 41, 60, 64, 71, 78, 101; TG6: 59, 131; TG7: 24, 31, 119, 156; TG8: 22, 30, 47, 65, 67, 69; TG9: 31, 77, 137</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts – Theatre

Aesthetics and Criticism

Standard: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol style="list-style-type: none"> 1. Identify, analyze, and apply criteria to assess individual and group theatre processes 2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre 	<p>TG1: 149, 155 ; TG2: 119, 121; TG3: 111, 137, 140, 143, 159; TG4: 66, 137, 149, 155; TG5: 60, 71; TG7: 31; TG9: 59, 77</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**

Fine Arts – Dance

Aesthetic Education

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

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol 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: 70, 77, 82, 87, 130, 194-197; TG2: 64, 117, 200-202; TG3: 49, 134, 188-192; TG4: 199-201; TG5: 130, 132, 150; TG6: 197-200; TG7: 76, 82, 100, 118, 120, 154, 202-204; TG8: 40, 206-209; TG9: 154, 206-207</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts – Dance

Historical, Cultural and Social Context

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

Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol 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>TG3: 94; TG5: 106, 132, 135; TG7: 28, 82, 130, 142, 148; TG9: 60, 154</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts – Dance

Creative Expression and Production	
Standard: Students will demonstrate the ability to create and perform dance.	
Indicators	Citations or examples and corresponding page numbers from Teacher’s Guide
<ol 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 performance competencies in dance 	<p>TG1: 28, 40, 47, 58, 76, 78, 83, 148, 194-197; TG2: 46, 47, 50, 51, 64, 112, 118, 142, 200-202; TG3: 40, 46, 49, 82, 130, 133, 134, 135, 142, 148, 188-192; TG4: 22, 106, 112, 151, 199-201; TG5: 46, 64, 76, 82, 130, 142, 147, 148, 150; TG6: 30, 51, 106, 133, 135, 197-200; TG7: 20, 22, 34, 40, 43, 46, 70, 76, 82, 100, 118, 130, 136, 154, 202-204; TG8: 23, 60, 112, 154, 206-209; TG9: 28, 40, 70, 76, 94, 100, 142, 148, 206-207</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Fine Arts – Dance

Aesthetics and Criticism

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

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
1. Identify and apply criteria to evaluate choreography and performance	TG1: 77, 148; TG2: 117; TG6: 133, 135; TG7: 148

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Physical Education

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 skills.

- A. Fundamental Movement
- B. Creative Movement
- C. Skill Themes

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

1. Show fundamental movement skills.
2. Show creative movement.
3. Show skill themes.

Games and Dances in the Appendix of each Teacher Guide provide opportunities to enhance physical skills.

TG1: 61, 62, 75, 94, 106, 135, 136, 148, 194-197;
TG2: 82, 105, 112, 150, 151, 200-202;
TG3: 21, 34, 40, 48, 51, 57, 58, 63, 82, 93, 100, 106, 108, 111, 128, 129, 130, 133, 153, 188-192;
TG4: 20, 64, 97, 123, 129, 136, 199-201;
TG5: 21, 56, 92., 142, 148, 156;
TG6: 21, 47, 50, 51, 57, 123, 197-200;
TG7: 51, 60, 81, 92, 93, 142, 145, 202-204;
TG8: 40, 64, 69, 70, 93, 136, 206-209;
TG9: 21, 92, 128, 206-207

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Physical Education

Biomechanical Principles

Standard: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Effects on Objects

Balance

Indicators

Citations or examples and corresponding page numbers from Teacher's Guide

1. Identify ways that people and objects move.
2. Identify balance through movement.

Games and Dances in the Appendix of each Teacher Guide provide opportunities to improve movement effectiveness.

TG1: 56, 58, 194-197;

TG2: 69, 200-202;

TG3: 63, 93, 154, 188-192;

TG4: 94, 100, 129, 136, 199-201;

TG5: 146;

TG6: 70, 73, 197-200;

TG7: 23, 33, 47, 78, 105, 142, 202-204;

TG8: 93, 206-209;

TG9: 128, 206-207

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Physical Education

Motor Learning Principles	
Standard: 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.	
Appropriate Practice Corrective Feedback	
Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
<ol style="list-style-type: none"> 1. Recognize that skills will develop over time with appropriate practice and use of the correct cues. 2. Identify the importance of corrective feedback on performance. 	<p>Games and Dances in the Appendix of each Teacher Guide provide practice opportunities to improve motor skills.</p> <p>TG1: 34, 50, 56, 58, 83, 92, 128, 142, 194-197; TG2: 51, 69, 92, 103, 105, 117, 200-202; TG3: 64, 134, 136, 141, 188-192; TG4: 20, 31, 34, 64, 92, 93, 100, 103, 128, 135, 151, 199-201; TG5: 56, 92, 157; TG6: 31, 57, 109, 121, 132, 135, 148, 197-200; TG7: 21, 27, 123, 139, 145, 202-204; TG8: 149, 67, 109, 206-209; TG9: 92, 103, 128, 206-207</p>

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Physical Education

Exercise Physiology

Standard: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

- A. Effects of Physical Activity on the Body
- B. Components of Fitness
- C. Benefits of Physical Activity
- D. Nutrition and Physical Activity
- E. Exercise Adherence

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

1. Identify the effects of physical activity on the body system.
2. Identify the components of fitness.
3. Recognize the benefits of physical activity.
4. Recognize the relationship between nutrition and physical activity.
5. Recognize the factors influencing daily physical activity.

Games and Dances in the Appendix of each Teacher Guide provide practice opportunities to enhance cognitive and physical performance.

- TG1:** 82, 112, 194-197;
- TG2:** 100, 112, 200-202;
- TG3:** 188-192;
- TG4:** 46, 64, 72, 81, 83, 84, 92-97,100, 103, 105 199-201;
- TG5:** 75, 105;
- TG6:** 197-200;
- TG7:** 33, 39, 51, 142, 202-204;
- TG8:** 206-209;
- TG9:** 135, 206-207

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Physical Education

Physical Activity

Standard: 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.

- A. Aerobic Fitness
- B. Muscular Strength and Endurance
- C. Flexibility

Indicators

Citations or examples and corresponding page numbers from Teacher's Guide

1. Identify and show individual aerobic capacity/cardio respiratory fitness.
2. Identify and show activities for muscular strength and muscular endurance.
3. Identify and show activities for flexibility.

Games and Dances in the Appendix of each Teacher Guide provide practice opportunities to enhance physical activity.

- TG1:** 57, 106, 159, 194-197;
- TG2:** 136, 200-202;
- TG3:** 188-192;
- TG4:** 75, 92-94, 96, 97, 99, 100, 103, 105, 199-201;
- TG6:** 76, 197-200;
- TG7:** 23, 25, 27, 39, 142, 202-204;
- TG8:** 206-209;
- TG9:** 206-207

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Physical Education

Social Psychological Principles

Standard: Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

- A. Safety in Physical Activity
- B. Cooperation and Responsibility

Indicators

Citations or examples and corresponding page numbers from Teacher’s Guide

<ol style="list-style-type: none"> 1. Demonstrate safety in physical activity settings 2. Identify relationships and behavioral skills to develop a sense of community in physical activity settings. 	<p>Games and Dances in the Appendix of each Teacher Guide provide practice opportunities to enhance physical activity settings in addition to citations below.</p> <p>TG1: 13, 22, 28, 29, 45, 58, 76, 99, 100, 194-197; TG2: 92, 94, 100, 105, 118, 135, 200-202; TG3: 188-192; TG4: 20, 28, 34, 100, 106, 130, 136, 142, 154-156, 199-201; TG5: 20, 28, 51, 130, 130; TG6: 22, 24, 70, 94, 121, 123, 197-200; TG7: 13, 34, 202-204; TG8: 206-209; TG9: 206-207</p>
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*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Health Education

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.

A. Emergencies

Indicators	Citations or examples and corresponding page numbers from Teacher's Guide
1. Recognize how to respond appropriately to emergency situations.	TG1: 26, 27, 45, 63, 91, 99; TG2: 131, 132, 133, 134, 135, 137, 141, 149; TG3: 84, 85, 161; TG4: 46, 83, 117, 141, 142; TG5: 20, 33, 51, 120; TG7: 33, 51, 96, 99; TG8: 99, 105, 111, 159

*Maryland Common Core Curriculum and the Maryland State Curriculum and Social Foundations Framework and Standards for
Prekindergarten**
Health Education

Nutrition and Fitness

Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

A. Responses to Food

B. Food and Health

Indicators

Citations or examples and corresponding page numbers from Teacher's Guide

1. Identify the relationship between food and the senses.
2. Recognize the relationship between food and health.

TG1: 86, 110, 111, 112, 114, 115;
TG4: 57, 59, 64, 71, 72, 75, 81, 83, 84;
TG5: 35, 75, 105;
TG9: 135