



**Oregon Head Start Early Learning Outcomes Framework
Alignment to Starfall**

Approaches to Learning

SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Goal P-ATL 1. Child manages emotions with increasing independence.*

Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| Expresses emotions in ways that are appropriate to the situation. | Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 16 - Emotions: <i>Excited and Silly</i> Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 54 - Class Rules Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel |
| Looks for adult assistance when emotions are most intense | Teacher’s Guide Seasonal Holidays p. 53- Mother’s Day Tea Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 16 - Emotions: <i>Excited and Silly</i> Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide p. 192 - Gathering Teacher’s Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i> |

| | |
|---|--|
| | <p>Teacher's Guide pp. 241-242 - Safety: <i>Fire Safety and Introduce Strangers</i></p> <p>Teacher's Guide p. 362 - Class Farm Book</p> <p>Teacher's Guide pp. 397-398 - Ways People Feel</p> <p>Teacher's Guide - Learning Centers - (daily)</p> <p>Teacher's Guide - Outside Activities - (daily)</p> |
| <p>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</p> | <p>Teacher's Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i></p> <p>Teacher's Guide pp. 58-59 - "Please" and "Thank You"</p> <p>Teacher's Guide p. 70 - Share Chair</p> <p>Teacher's Guide p. 133 - Warm Up Your Brain</p> <p>Teacher's Guide pp. 187-188 - What Would You Do?</p> <p>Teacher's Guide p. 209 - Warm Up Your Brain</p> <p>Teacher's Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i></p> <p>Teacher's Guide p. 269 - Warm Up Your Brain</p> <p>Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn"</p> <p>Teacher's Guide - Learning Centers - (daily)</p> <p>Teacher's Guide - Small Group & Exploration - (daily)</p> <p>Teacher's Guide - Outside Activities (daily)</p> |

Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.

Usually follows classroom rules and routines with occasional reminders from adults, such as following an end of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| <p>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</p> | <p>Teacher's Guide Seasonal Holidays p. 7 - Fall Walk</p> <p>Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation (cleaning hands)</p> <p>Teacher's Guide p. 9 - Learning Centers Activity</p> <p>Teacher's Guide p. 25 - Outside Activity</p> <p>Teacher's Guide p. 54 - Class Rules</p> <p>Teacher's Guide p. 60 - Taste Vegetables</p> <p>Teacher's Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i></p> <p>Teacher's Guide p. 313 - Pre-K Book Club</p> <p>Teacher's Guide p. 387 - Outside Activity</p> <p>Teacher's Guide p. 416 - Math Center</p> <p>Teacher's Guide p. 424 - Fossils</p> <p>Teacher's Guide - Learning Centers (daily)</p> <p>Teacher's Guide - Small Group & Exploration (daily)</p> |
| <p>Follows most classroom routines, such as putting</p> | <p>Teacher's Guide p. 9 - Learning Centers Activity</p> |

| | |
|---|--|
| <p>away backpack when entering the room or sitting on the rug after outside time.</p> | <p>Teacher’s Guide p. 25 - Outside Activity Teacher’s Guide p. 60 - Taste Vegetables Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 387 - Outside Activity Teacher’s Guide p. 416 - Math Center Teacher’s Guide p. 424 - Fossils Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p> |
| <p>Responds to signals when transitioning from one activity to another</p> | <p>Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk Teacher’s Guide p. 5 - Outside Activity Teacher’s Guide p. 47 - Outside Activity Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide pp. 212-213 - Let’s Stay Healthy: Germs Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide - Gathering(daily) Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p> |

Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.

Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.

| <p>Oregon Standards</p> | <p>Starfall Pre K 4 Alignment</p> |
|---|---|
| <p>Appropriately handles materials during activities.</p> | <p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 90 - Make Fruit Salad Teacher’s Guide p. 91 - Finger Painting Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 178 - Art Center Teacher’s Guide p. 192 - Use Your Senses: Popcorn Teacher’s Guide p. 202 - Art Center Teacher’s Guide p. 277 - Construction Center Teacher’s Guide p. 368 - Art Center Teacher’s Guide p. 379 - Make Hand Print Trees Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 580 - Math Center Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p> |
| <p>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</p> | <p>Teacher’s Guide p. 19 - Learning Centers Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide p. 179 - Dramatic Play Center</p> |

| | |
|--|---|
| | <p>Teacher's Guide p. 189 - Find Pairs Teacher's Guide p. 227 - Construction Center Teacher's Guide p. 416 - Discovery Center Teacher's Guide p. 579 - Dramatic Play Center Teacher's Guide p. 579 - Writing Center Teacher's Guide p. 580 - Math Center Teacher's Guide - Small Group & Exploration (daily)</p> |
|--|---|

Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.

Manages own actions, words, and behavior with occasional support from adults.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. | <p>Teacher's Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher's Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i> Teacher's Guide p. 67 - Friends Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide pp. 397-398 - Ways People Feel Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn" Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Outside Activities (daily)</p> |
| Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. | <p>Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 424 - Fossils Teacher's Guide p. 427 - Write a Class Story Teacher's Guide - Gathering (daily)</p> |
| Waits for turn, such as waits in line to wash hands or waits for turn on swings. | <p>Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 165 - Partner Sharing: Community Helpers Teacher's Guide p. 195 - Use Your Senses: What's In the Bag? Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 259 - <i>Who, What, When, Where,</i></p> |

| | |
|--|--|
| | <p><i>Why, and How</i> Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn” Teacher’s Guide - Gathering (daily) Teacher’s Guide - Outside Activities (daily)</p> |
| <p>Refrains from aggressive behavior towards others.</p> | <p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 229 - Safety: Inside School and on the Playground Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph: Partner Sharing Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn” Teacher’s Guide p. 491 - Train Game Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
| <p>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</p> | <p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 107 - How Does the Little Red Hen Feel? Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p. 229 - Safety: <i>Inside School and On the Playground</i> Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide p. 400 - Sequence the Ugly Duckling Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |

SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

Sometimes controls impulses independently, while at other times needs support from an adult.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| Stops an engaging activity to transition to another less desirable activity with adult guidance and support. | <p>Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk</p> <p>Teacher’s Guide p. 5 - Outside Activity</p> <p>Teacher’s Guide p. 47 - Outside Activity</p> <p>Teacher’s Guide pp. 185-186 - Senses Walk</p> <p>Teacher’s Guide pp. 212-213 - Let’s Stay Healthy: Germs</p> <p>Teacher’s Guide p. 313 - Pre-K Book Club</p> <p>Teacher’s Guide - Gathering(daily)</p> <p>Teacher’s Guide - Learning Centers (daily)</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> |
| Delays having desires met, such as agreeing to wait turn to start an activity. | <p>Teacher’s Guide p. 53 - The Friendship Ball</p> <p>Teacher’s Guide p. 135 - The “Talking Stone”</p> <p>Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph</p> <p>Teacher’s Guide p. 396 - Play “High or Low”</p> <p>Teacher’s Guide p. 427 - Write a Class Story</p> <p>Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn”</p> <p>Teacher’s Guide p. 450 - Measure Height</p> <p>Teacher’s Guide p. 481 - Pre-K Book Club</p> <p>Teacher’s Guide p. 539 - Plant Seeds</p> <p>Teacher’s Guide p. 582 - Play Alphabet Toss</p> |
| Without adult reminders, waits to communicate information to a group. | <p>Teacher’s Guide p. 33 - Where is Gingerbread Boy?</p> <p>Teacher’s Guide p. 70 - Share Chair</p> <p>Teacher’s Guide p. 107 - How Does the Little Red Hen Feel?</p> <p>Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?”</p> <p>Teacher’s Guide p. 142 - <i>Stone Soup</i> Characters</p> <p>Teacher’s Guide pp. 187-188 - What Would You Do?</p> <p>Teacher’s Guide p. 192 - Use Your Senses: Popcorn</p> <p>Teacher’s Guide p. 313 - Pre-K Book Club</p> <p>Teacher’s Guide p. 430 - “Dinosaur, Dinosaur” and “True or Not True”</p> |
| Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them. | <p>Teacher’s Guide p. 21 - Discuss <i>The Gingerbread Boy</i></p> <p>Teacher’s Guide p. 53 - The Friendship Ball</p> <p>Teacher’s Guide p. 63 - “A-Tisket, A-Tasket”</p> <p>Teacher’s Guide p. 91 - Finger Painting</p> <p>Teacher’s Guide p. 135 - The “Talking Stone”</p> |

| | |
|--|--|
| | <p>Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i></p> <p>Teacher's Guide p. 406 - Sink or Float?</p> <p>Teacher's Guide p. 446 - Heavy or Light?</p> <p>Teacher's Guide p. 449 - Sequence <i>The Three Little Pigs</i></p> <p>Teacher's Guide - Learning Centers (daily)</p> |
|--|--|

Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| Maintains focus on activities for extended periods of time, such as 15 minutes or more. | <p>Teacher's Guide p. 64 - Create Character Puppets</p> <p>Teacher's Guide p. 254 - Art Center</p> <p>Teacher's Guide p. 262 - Make Weather Plates</p> <p>Teacher's Guide p. 424 - Fossils</p> <p>Teacher's Guide p. 442 - Discovery Center</p> <p>Teacher's Guide p. 466 - Math Center</p> <p>Teacher's Guide p. 473 - Big Machines</p> <p>Teacher's Guide p. 567 - Create the Butterfly Life Cycle</p> |
| Engages in purposeful play for extended periods of time. | <p>Teacher's Guide p. 103 - Dramatic Play Center</p> <p>Teacher's Guide p. 227 - Dramatic Play Center</p> <p>Teacher's Guide p. 139 - Create a Neighborhood Scene</p> <p>Teacher's Guide p. 151 - Dramatic Play Center</p> <p>Teacher's Guide p. 160 - Get Low and Go</p> <p>Teacher's Guide p. 281 - Create Paper Suns</p> <p>Teacher's Guide p. 396 - Play "High or Low"</p> <p>Teacher's Guide p. 491 - Train Game</p> <p>Teacher's Guide p. 502 - Shape Game</p> |
| Attends to adult during large and small group activities with minimal support. | <p>Teacher's Guide p. 114 - Little Red Hen Makes Pancakes</p> <p>Teacher's Guide p. 135 - The "Talking Stone"</p> <p>Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher's Guide p. 469 - Addition and Subtraction</p> <p>Teacher's Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher's Guide p. 481 - Pre-K Book Club</p> <p>Teacher's Guide p. 491 - Train Game</p> <p>Teacher's Guide p. 499 - A Plane Ride</p> <p>Teacher's Guide p. 502 - Shape Game</p> |

Goal P-ATL 7. Child persists in tasks.

Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| <p>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</p> | <p>Teacher's Guide p. 144 - Review /t/ Teacher's Guide p. 179 - Construction Center Teacher's Guide p. 184 - Create Leaf Rubbings Teacher's Guide p. 194 - Create a Class Nursery Rhyme Book Teacher's Guide p. 202 - Art Center Teacher's Guide p. 204 - Writing Center Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 449 - Construct a House Teacher's Guide p. 473 - Big Machines</p> |
| <p>Returns with focus to an activity or project after having been away from it.</p> | <p>Teacher's Guide - Construction Center (daily) Teacher's Guide - Writing Center (daily) Teacher's Guide - Art Center (daily) Teacher's Guide - Discovery Center (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Outside Activities (daily)</p> |

Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.

Holds an increasing amount of information in mind in order to successfully complete tasks.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| <p>Accurately recounts recent experiences in the correct order and includes relevant details.</p> | <p>Teacher's Guide p. 13 - Learning Centers (Review Rules for Exploration) Teacher's Guide p. 84 - Story Order Teacher's Guide p. 111 - My Family Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 443 - Things I Can Build Teacher's Guide p. 568 - Look What We've Learned!</p> |
| <p>Successfully follows detailed, multi-step directions, sometimes with reminders.</p> | <p>Teacher's Guide p. 226 - Art Center Teacher's Guide p. 268 - Create Rainy Day Illustrations Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 329 - Create Speckled Frogs Teacher's Guide p. 337 - Create Crowns Teacher's Guide p. 424 - Fossils Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 556 - Art Center Teacher's Guide p. 567 - Create the Butterfly Life</p> |

| | |
|---|--|
| | Cycle |
| Remembers actions to go with stories or songs shortly after being taught. | <p>Teacher’s Guide Seasonal Holidays pp. 5-53 - Songs and Poems</p> <p>Teacher’s Guide p. 13 - <i>If You’re Happy and You Know It</i></p> <p>Teacher’s Guide p. 137 - <i>The Wheels on the Bus</i></p> <p>Teacher’s Guide p. 156 - <i>Five Little Firefighters</i></p> <p>Teacher’s Guide p. 181 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 189 - Warm Up Your Brain</p> <p>Teacher’s Guide pp. 328-329 - Five Little Speckled Frogs</p> <p>Starfall.com - Motion Songs: “Head, Shoulders, Knees, and Toes”</p> <p>Starfall.com - Motion Songs: “Teddy Bear, Teddy Bear”</p> <p>Starfall.com - <i>Songs and Rhymes</i>: Historical Songs</p> |

Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.

Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| Tries different strategies to complete work or solve problems including with other children. | <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide p. 77 - Math Center</p> <p>Teacher’s Guide p. 128 - Discovery Center</p> <p>Teacher’s Guide p. 129 - Gathering</p> <p>Teacher’s Guide p. 144 - Review /t/</p> <p>Teacher’s Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i></p> <p>Teacher’s Guide p. 324 - Art Center</p> <p>Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher’s Guide p. 396 - Play “High or Low”</p> <p>Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn”</p> <p>Teacher’s Guide p. 473 - Big Machines</p> <p>Teacher’s Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher’s Guide p. 488 - Discovery Center</p> <p>Teacher’s Guide p. 514 - Math Center</p> <p>Teacher’s Guide p. 536 - Discovery Center</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> |
| Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet | <p>Teacher’s Guide p. 47 - Outside Activity</p> <p>Teacher’s Guide p. 53 - The Friendship Ball</p> <p>Teacher’s Guide p. 70 - Share Chair</p> <p>Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p> |

| | |
|---|--|
| | <p>Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)</p> |
| Transitions between activities without getting upset. | <p>Teacher's Guide Seasonal Holidays p. 5 - Fall Walk Teacher's Guide Seasonal Holidays p. 7 - The Listening Walk Teacher's Guide Seasonal Holidays p. 28 - Shadow Activities Teacher's Guide p. 47 - Outside Activity Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide - Gathering (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)</p> |

SUB-DOMAIN: INITIATIVE AND CURIOSITY

Goal P-ATL 10. Child demonstrates initiative and independence.

Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| Engages in independent activities | <p>Teacher's Guide p. 211- My Healthy Food Classroom Book Teacher's Guide p. 369 - Writing Center Teacher's Guide p. 376 - Draw Animals in Their Habitats Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 501 - Class Travel Journal Teacher's Guide p. 564 - Creative Writing Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Computer Center (daily) Teacher's Guide - Writing Center (daily)</p> |
| Makes choices and communicates these to adults and other children. | <p>Teacher's Guide Seasonal Holidays p. 15 - Halloween Dress Up Teacher's Guide Seasonal Holidays p. 25 - Frozen Juice Igloo Popsicle Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide p. 22 - Learning Centers Activity Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide pp. 187-188 - What Would You</p> |

| | |
|---|---|
| | <p>Do?</p> <p>Teacher’s Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher’s Guide - Gathering (daily)</p> <p>Teacher’s Guide - Learning Centers(daily)</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> |
| Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity | <p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor</p> <p>Teacher’s Guide p. 81 - Make an Age Collage</p> <p>Teacher’s Guide p. 127- Writing Center</p> <p>Teacher’s Guide p. 151 - Dramatic Play Center</p> <p>Teacher’s Guide p. 202 - Art Center</p> <p>Teacher’s Guide p. 403 - Create an Octopus</p> <p>Teacher’s Guide p. 452 - Create Puppets</p> <p>Teacher’s Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher’s Guide p. 567 - Create the Butterfly Life Cycle</p> <p>Teacher’s Guide - Learning Centers(daily)</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> |
| Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. | <p>Teacher’s Guide p. 179 - Dramatic Play Center</p> <p>Teacher’s Guide p. 282 - Pajama Fashion Show</p> <p>Teacher’s Guide p. 299 - Dramatic Play Center</p> <p>Teacher’s Guide p. 465 - Dramatic Play Center</p> <p>Teacher’s Guide p. 487 - Dramatic Play Center</p> <p>Teacher’s Guide p. 492 - “I’ve Been Working on the Railroad”</p> <p>Teacher’s Guide p. 499 - A Plane Ride</p> <p>Teacher’s Guide p. 535 - Construction Center</p> <p>Teacher’s Guide p. 557 - Construction Center</p> |

Goal P-ATL 11. Child shows interest in and curiosity about the world around them.

Seeks out new information and explores new play and tasks both independently and with adult support.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| Asks questions and seeks new information. | <p>Teacher’s Guide p. 260 - How Clouds Are Formed</p> <p>Teacher’s Guide pp. 279-280 - Day and Night</p> <p>Teacher’s Guide p. 304 - The Solar System</p> <p>Teacher’s Guide p. 306 - <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 401 - Introduce Ocean Animals</p> <p>Teacher’s Guide p. 406 - Sink or Float?</p> <p>Teacher’s Guide p. 499 - A Plane Ride</p> <p>Teacher’s Guide - Learning Centers (daily)</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> |

| | |
|--|---|
| <p>Is willing to participate in new activities or experiences even if they are perceived as challenging.</p> | <p>Teacher’s Guide p. 80 - Straight and Curved Teacher’s Guide p. 116 - “The Farmer in the Dell” Teacher’s Guide p. 127 - Writing Center Teacher’s Guide p. 255 - Dramatic Play Teacher’s Guide p. 256 - Discovery Center Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 299- Dramatic Play Center Teacher’s Guide p. 426 - Create Dinosaur Skeletons Teacher’s Guide p. 466 - Discovery Center</p> |
| <p>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p> | <p>Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide pp. 279-280 - Day and Night Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i> Teacher’s Guide p. 401 - Introduce Ocean Animals Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 499 - A Plane Ride Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p> |

SUB-DOMAIN: CREATIVITY

Goal P-ATL 12. Child expresses creativity in thinking and communication.

Communicates creative ideas and actions both with and without prompting from adults.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| <p>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</p> | <p>Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide p. 128 - Math Center Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 203 - Construction Center Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 441- Construction Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 476 - Estimate Rolling Speed</p> |
| <p>Approaches tasks, activities, and play in ways that show creative problem solving.</p> | <p>Teacher’s Guide p. 77 - Discovery Center Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 126 - Art Center</p> |

| | |
|---|--|
| | <p>Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 160 - Get Low and Go Teacher’s Guide p. 227 - Construction Center Teacher’s Guide p. 236 - Small, Medium, Large Teacher’s Guide p. 299 - Construction Center Teacher’s Guide p. 466 - Math Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 488 - Discovery Center</p> |
| <p>Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</p> | <p>Teacher’s Guide Seasonal Holidays p. 6 - Fall Collage Teacher’s Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher’s Guide Seasonal Holidays p. 24 - Snow Glitter Pictures Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 103 - Dramatic Play Center Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p. 112 - Helping Your Family Teacher’s Guide p. 197 - Dramatize “Chicken Little” Teacher’s Guide p. 220 - Dramatize “One Rice Thousand Gold” Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 277 - Construction Center Teacher’s Guide p. 427 - Write a Class Story Teacher’s Guide p. 501 - Class Travel Journal</p> |

Goal P-ATL 13. Child uses imagination in play and interactions with others.

Develops more elaborate imaginary play, stories, and other creative works with children and adults.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| <p>Engages in social and pretend play.</p> | <p>Teacher’s Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher’s Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher’s Guide p. 400 - Create a Class Book: “If I Were a Bird” Teacher’s Guide p. 419 - Dinosaur Dance Teacher’s Guide p. 427 - Write a Class Story Teacher’s Guide p. 487 - Construction Center Teacher’s Guide p. 487 - Dramatic Play Center Teacher’s Guide pp. 492-493 - “I’ve Been Working on the Railroad” Teacher’s Guide p. 499 - A Plane Ride Teacher’s Guide p. 557 - Dramatic Play Center</p> |

| | |
|---|--|
| <p>Uses imagination with materials to create stories or works of art.</p> | <p>Teacher’s Guide Seasonal Holidays p. 6 - Peppermint Play Dough Leaf Prints Teacher’s Guide Seasonal Holidays p. 24 - Snow Covered Pictures Teacher’s Guide Seasonal Holidays p. 26 - Masks on Parade Teacher’s Guide Seasonal Holidays p. 30 - Valentine Stick Puppets Teacher’s Guide p. 262 - Make Weather Plates Teacher’s Guide p. 268 - Create Rainy Day Illustrations Teacher’s Guide p. 414 - Art Center Teacher’s Guide p. 478 - Make Bulldozer Paintings Teacher’s Guide p. 567 - Create the Butterfly Life Cycle</p> |
| <p>Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</p> | <p>Teacher’s Guide p. 277 - Dramatic Play Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 347 - Construction Center Teacher’s Guide p. 369 - Dramatic Play Center Teacher’s Guide p. 415 - Dramatic Play Center Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 567 - Create the Butterfly Life Cycle</p> |

Social and Emotional Development

SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| <p>Interacts readily with trusted adults</p> | <p>Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide Seasonal Holidays pp. 52-53 - Mother’s Day Teacher’s Guide p. 8 - Meet Gingerbread Boy Teacher’s Guide p. 10 - Teacher’s Literature Choice: First Day of School Teacher’s Guide p. 14 - Story Review: The First Day of School Teacher’s Guide p. 14 - “We’re Happy” Class Book Teacher’s Guide p. 19 - Learning Centers Activity Teacher’s Guide p. 23 - What Animal Would You</p> |

| | |
|--|--|
| | <p>Bring to School? Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures</p> |
| <p>Engages in some positive interactions with less familiar adults, such as parent volunteers.</p> | <p>Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide - Exploration (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Outside Activities (daily) Teacher's Guide - Morning Meeting, Circle Time, Story Time</p> |
| <p>Shows affection and preference for adults who interact with them on a regular basis.</p> | <p>Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 111 - My Family Teacher's Guide pp. 129-130 - Introduce Neighbors and Community Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide - Learning Centers (daily) Teacher's Guide - Daily - Morning Meeting, Circle Time, Story Time</p> |
| <p>Seeks help from adults when needed.</p> | <p>Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide p. 50 - Computer Center Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 204 - Writing Center Teacher's Guide p. 347 - Construction Center Teacher's Guide - Exploration (daily) Teacher's Guide - Learning Centers (daily)</p> |

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| <p>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</p> | <p>Teacher’s Guide p. 9 - Learning Centers Activity Teacher’s Guide p. 33 - Where is Gingerbread Boy? Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide p. 214 - Say “Thank You” Teacher’s Guide pp. 229-230 - Safety <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 236 - Small, Medium, Large Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 279 - Warm Up Your Brain Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 424 - Fossils Teacher’s Guide p. 427 - Write a Class Story Teacher’s Guide pp. 493-494 - Introduce Yy, List Yy Words, ASL Yy Teacher’s Guide p. 521 - Warm Up Your Brain</p> |
| <p>Attends to an adult when asked.</p> | <p>Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk Teacher’s Guide p. 5 - Outside Activity Teacher’s Guide p. 47 - Outside Activity Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide pp. 212-213 - Let’s Stay Healthy: Germs Teacher’s Guide p. 259 - <i>Who, Where, When, What, Why, and How</i> Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide - Gathering(daily) Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p> |
| <p>Follows adult guidelines and expectations for appropriate behavior.</p> | <p>Teacher’s Guide p. 5 - Outside Activity Teacher’s Guide p. 9 - Learning Centers Activity Teacher’s Guide p. 33 - Where is Gingerbread Boy? Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide p. 214 - Say “Thank You” Teacher’s Guide pp. 229-230 - Safety <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 279 - Warm Up Your Brain Teacher’s Guide p. 379 - Make Hand Print Trees Teacher’s Guide p. 424 - Fossils Teacher’s Guide pp. 493-494 - Introduce Yy, List Yy Words, ASL Yy</p> |

| | |
|---|--|
| | Teacher's Guide p. 521 - Warm Up Your Brain |
| Asks or waits for adult permission before doing something when they are unsure. | Teacher's Guide Seasonal Holidays p. 7 - Fall Walk Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 25 - Outside Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide pp. 229-230 - Safety <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 387 - Outside Activity Teacher's Guide p. 424 - Fossils Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) |

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| Engages in and maintains positive interactions with other children | Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide p. 63 - "A-Ticket, A-Tasket" Teacher's Guide p. 70 - Share Chair Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 431 - Recognizing Letters "My Turn, Your Turn" Teacher's Guide p. 453 - What Happens After Teacher's Guide p. 483 - Caboose on the Loose Teacher's Guide p. 491 - Train Game Teacher's Guide - Learning Centers - (daily) Teacher's Guide - Outside Activities - (daily) |
| Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. | Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher's Guide p. 400 - Create a Class Book: "If I Were a Bird" Teacher's Guide p. 419 - Dinosaur Dance Teacher's Guide p. 427 - Write a Class Story |

| | |
|--|--|
| | <p>Teacher’s Guide p. 487- Construction Center</p> <p>Teacher’s Guide p. 487 - Dramatic Play Center</p> <p>Teacher’s Guide pp. 492-493 - “I’ve Been Working on the Railroad”</p> <p>Teacher’s Guide p. 499 - A Plane Ride</p> <p>Teacher’s Guide p. 557 - Dramatic Play Center</p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p> |
| Takes turns in conversations and interactions with other children. | <p>Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup”</p> <p>Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel?</p> <p>Teacher’s Guide p. 119 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i></p> <p>Teacher’s Guide p. 197 - Dramatize “Chicken Little”</p> <p>Teacher’s Guide p. 259 - <i>Who, Where, When, What, Why, and How</i></p> <p>Teacher’s Guide p. 352 - “The Farmer in the Dell”</p> <p>Teacher’s Guide - Learning Centers (daily)</p> |
| Develops friendships with one or two preferred other children. | <p>Teacher’s Guide Seasonal Holidays p. 36 - Change the World</p> <p>Teacher’s Guide p. 53 - The Friendship Ball</p> <p>Teacher’s Guide p. 56 - Friendship Quilt</p> <p>Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p> <p>Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph: Partner Sharing</p> <p>Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn”</p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p> |

Goal P-SE 4. Child engages in cooperative play with other children.

Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. | <p>Teacher’s Guide Seasonal Holidays p. 6 - Peppermint Play Dough Leaf Prints</p> <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide p. 56 - Friendship Quilt</p> <p>Teacher’s Guide p. 127 - Dramatic Play Center</p> <p>Teacher’s Guide p. 168 - Share Chair (compliments others)</p> <p>Teacher’s Guide p. 229 - Safety: Inside School and</p> |

| | |
|---|--|
| | <p>On the Playground Teacher’s Guide p. 362 - Class Farm Book Teacher’s Guide p. 391 - Dramatic Play Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn” Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i> Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
| <p>Demonstrates willingness to include others’ ideas during interactions and play.</p> | <p>Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 211 - My Healthy Food Classroom Book Teacher’s Guide p. 244 - Review Safety Teacher’s Guide p. 441 - Dramatic Play, writing, & Construction Centers Teacher’s Guide p. 449 - Construct a House Teacher’s Guide p. 452 - Create Puppets Teacher’s Guide p. 465 - Dramatic Play Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 476 - Estimate Rolling Speed</p> |
| <p>Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</p> | <p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 63 - “A-Tisket, A-Tasket” Teacher’s Guide p. 70 - Share Chair Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn” Teacher’s Guide p. 453 - What Happens After Teacher’s Guide p. 483 - Caboose on the Loose Teacher’s Guide p. 491 - Train Game Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
| <p>Engages in reflection and conversation about past play experiences.</p> | <p>Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide p. 111 - My Family Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i> Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower and At the Pool</i> Teacher’s Guide p. 255 - Writing Center Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 332 - My Favorite Pet Book Teacher’s Guide p. 487 - Dramatic Play Center Teacher’s Guide p. 559 - Growing and Changing</p> |

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| <p>Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”</p> | <p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 107 - How Does the Little Red Hen Feel? Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide p. 400 - Sequence the Ugly Duckling Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
| <p>Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</p> | <p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 63 - “A-Tisket, A-Tasket” Teacher’s Guide p. 70 - Share Chair Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn” Teacher’s Guide p. 453 - What Happens After Teacher’s Guide p. 483 - Caboose on the Loose Teacher’s Guide p. 491 - Train Game Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
| <p>Expresses feelings, needs, and opinions in conflict situations.</p> | <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Small Group & Exploration- (daily) Teacher’s Guide - Outside Activities (daily)</p> |

| | |
|--|---|
| Seeks adult help when needed to resolve conflicts. | <p>Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn” Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 229 - Safety: Inside School and on the Playground Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
|--|---|

SUB-DOMAIN: EMOTIONAL FUNCTIONING

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Recognizes and labels basic emotions in books or photographs. | <p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i> Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 400 - Sequence <i>The Ugly Duckling</i></p> |
| Uses words to describe own feelings. | <p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i> Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide pp. 165-166 - Partner Sharing Teacher’s Guide pp. 187-188 - What Would You Do?</p> |

| | |
|---|--|
| | <p>Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
| <p>Uses words to describe the feelings of adults or other children.</p> | <p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i> Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |

Goal P-SE 7. Child expresses care and concern toward others.

Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| <p>Makes empathetic statements to adults or other children.</p> | <p>Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 102 - Computer Center Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 192 - Gathering Teacher’s Guide p. 229 - Safety: Inside School and on the Playground Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i> Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p> |
| <p>Offers support to adults or other children who are distressed.</p> | <p>Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 102 - Computer Center Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 187-188 - What Would You Do?</p> |

| | |
|--|--|
| | <p>Teacher’s Guide p. 192 - Gathering</p> <p>Teacher’s Guide p. 229 - Safety: Inside School and on the Playground</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p> <p>Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i></p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p> |
|--|--|

Goal P-SE 8. Child manages emotions with increasing independence.*

Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Expresses feelings in ways that are appropriate to the situation. | <p>Teacher’s Guide Seasonal Holidays p. 53- Mother’s Day Tea</p> <p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i></p> <p>Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i></p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i></p> <p>Teacher’s Guide p. 42 - Review Emotions</p> <p>Teacher’s Guide p. 192 - Gathering</p> <p>Teacher’s Guide p. 362 - Class Farm Book</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p> |
| Looks for adult assistance when feelings are most intense. | <p>Teacher’s Guide Seasonal Holidays p. 53- Mother’s Day Tea</p> <p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i></p> <p>Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i></p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i></p> <p>Teacher’s Guide p. 42 - Review Emotions</p> <p>Teacher’s Guide pp. 157-158 - Dialing 9-1-1</p> <p>Teacher’s Guide p. 192 - Gathering</p> <p>Teacher’s Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i></p> <p>Teacher’s Guide pp. 241-242 - Safety: <i>Fire Safety</i> and <i>Introduce Strangers</i></p> <p>Teacher’s Guide p. 362 - Class Farm Book</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p> |
| Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath. | <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i></p> <p>Teacher’s Guide pp. 58-59 - “Please”and “Thank You”</p> <p>Teacher’s Guide p. 70 - Share Chair</p> |

| | |
|--|--|
| | <p>Teacher’s Guide p. 133 - Warm Up Your Brain Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i> Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn” Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Small Group & Exploration- (daily) Teacher’s Guide - Outside Activities (daily)</p> |
|--|--|

* This is the same as P-ATL Goal 1

SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Describes self using several different characteristics. | <p>Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide Seasonal Holidays p. 33 - Different Eggs Teacher’s Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays p. 49 - Cinco de Mayo Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide p. 65 - Gathering Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 84 - <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide pp. 105-106 - Introduce Grandmother Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 203 - Library Center Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily) Starfall.com - It’s Fun to Read: All About Me</p> |
| Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. | <p>Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays p. 33 - Black</p> |

| | |
|--|---|
| | <p>History Month</p> <p>Teacher's Guide Seasonal Holidays p. 33 - Different Eggs</p> <p>Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet</p> <p>Teacher's Guide Seasonal Holidays p. 49 - Cinco de Mayo</p> <p>Teacher's Guide p. 22 - Share Photo Pages</p> <p>Teacher's Guide p. 65 - Gathering</p> <p>Teacher's Guide p. 70 - Share Chair</p> <p>Teacher's Guide p. 84 - <i>Draw Dragon Dot Eyes and other Chinese Fables</i></p> <p>Teacher's Guide p. 88 - Eye Color Graph</p> <p>Teacher's Guide pp. 105-106 - Introduce Grandmother</p> <p>Teacher's Guide p. 203 - Dramatic Play Center</p> <p>Teacher's Guide p. 203 - Library Center</p> <p>Teacher's Guide - Learning Centers - (daily)</p> <p>Teacher's Guide - Outside Activities - (daily)</p> <p>Starfall.com - Talking Library: Ruby Bridges</p> |
|--|---|

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. | <p>Teacher's Guide p. 128 - Discovery Center</p> <p>Teacher's Guide p. 144 - Review /t/</p> <p>Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers</p> <p>Teacher's Guide p. 310 - Class Story: Space Trip</p> <p>Teacher's Guide p. 351 - Create a Class Farm Book</p> <p>Teacher's Guide p. 429 - Create Dinosaurs</p> <p>Teacher's Guide p. 443 - Things I Can Build</p> <p>Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i></p> <p>Teacher's Guide p. 501 - Class Travel Journal</p> <p>Teacher's Guide p. 517 - Create Handprint Poem Gifts</p> <p>Teacher's Guide p. 545 - Write About Grass Plants</p> <p>Teacher's Guide - Learning Centers (daily)</p> <p>Teacher's Guide - Small Group & Exploration (daily)</p> <p>Teacher's Guide - Outside Activities (daily)</p> |
| Expresses own ideas or beliefs in group contexts or in interactions with others. | <p>Teacher's Guide Seasonal Holidays p. 35 - Change the World</p> <p>Teacher's Guide p. 109 - "Did Little Red Hen Do the Right Thing?"</p> |

| | |
|---|--|
| | <p>Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 211 - My Healthy Food Classroom Book Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 332 - My Favorite Pet Book Teacher’s Guide p. 453 - What Happens After Teacher’s Guide p. 549 - Graph Favorite Fruits and Vegetables</p> |
| <p>Uses positive words to describe self, such as kind or hard-worker.</p> | <p>Teacher’s Guide Seasonal Holidays p. 33 - Different Eggs Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 111 - My Family Teacher’s Guide pp. 112-113 - Helping Your Family Teacher’s Guide p. 400 - Sequence <i>The Ugly Duckling</i> Teacher’s Guide p. 568 - Look What We’ve Learned</p> |

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| <p>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</p> | <p>Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide Seasonal Holidays p. 49 - Cinco de Mayo Teacher’s Guide p. 105 - Introduce Grandmother Teacher’s Guide p. 108 - Design a House Teacher’s Guide p. 111 - Teacher’s Literature Choice: Families Teacher’s Guide p. 111 - My Family Teacher’s Guide pp. 112-113 - Helping Your Family</p> |

| | |
|---|---|
| | <p>Teacher’s Guide p. 116 - “The Farmer in the Dell” Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 121 - Teacher’s Literature Choice: Grandmothers Teacher’s Guide pp. 129-130 - Introduce Neighbors and Community</p> |
| Relates personal stories about being a part of different groups. | <p>Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide Seasonal Holidays pp. 52-53 - Mother’s Day Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 105 - Introduce Grandmother Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide pp. 129-130 - Introduce Neighbors and Community Teacher’s Guide p. 568 - Look What We’ve Learned!</p> |
| Identifies similarities and differences about self across familiar environments and settings. | <p>Teacher’s Guide Seasonal Holidays p. 33 - Different Eggs Teacher’s Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide pp. 88-89 - Eye Color Graph Teacher’s Guide p. 105 - Introduce Grandmother Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 397 - Ways People Feel Teacher’s Guide p. 400 - Sequence <i>The Ugly Duckling</i> Teacher’s Guide p. 515 - Things We Can Do Starfall.com - It’s Fun to Read: All About Me!</p> |

Language and Literacy
Domain: Language and Communication

SUB-DOMAIN: ATTENDING AND UNDERSTANDING

Goal P-LC 1. Child attends to communication and language from others.

Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.

| | |
|-------------------------|-----------------------------------|
| Oregon Standards | Starfall Pre K 4 Alignment |
|-------------------------|-----------------------------------|

| | |
|---|---|
| <p>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</p> | <p>Teacher’s Guide p. 14 - Story Review: The First Day of School Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 257 - Introduce Weather Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 306 - Reach for the Stars Teacher’s Guide p. 351- Introduce “The Little Rooster” Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 362 - Class Farm Book Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 383 - Review Pets, Animals, and Wild Animals Teacher’s Guide p. 515 - Things We Can Do</p> |
| <p>Shows ongoing connection to a conversation, group discussion, or presentation.</p> | <p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph: Partner Sharing Teacher’s Guide p. 259 - <i>Who, Where, When, What, Why, and How</i> Teacher’s Guide p. 352 - “The Farmer in the Dell” Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn”</p> |

Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.

Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| <p>Shows an ability to recall (in order) multiple step directions.</p> | <p>Teacher’s Guide p. 116 - “The Farmer in the Dell” Teacher’s Guide p. 147 - Outside Activity Teacher’s Guide p. 165 - Warm Up Your Brain Teacher’s Guide p. 257 - Warm Up Your Brain Teacher’s Guide p. 306 - Create Star Wands Teacher’s Guide p. 396 - Play “High or Low”</p> |
| <p>Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”</p> | <p>Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 259 - <i>Who, What, When, Where, Why, and How</i></p> |

| | |
|---|---|
| | <p>Teacher’s Guide pp. 279-280 - Day and Night Teacher’s Guide p. 288 - Hibernation Teacher’s Guide p. 301 - Introduce Earth Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 349 - Farm Animals Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Engines</i> Starfall.com - Talking Library</p> |
| <p>Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</p> | <p>Teacher’s Guide p. 30 - Finish the Rhyme Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 80 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel?, p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 266 - “Will the Wind Blow?” Teacher’s Guide pp. 269-270 - Weather Riddles Teacher’s Guide p. 291 - “My Favorite Season” Teacher’s Guide p. 400 - Sequence <i>The Ugly Duckling</i> Teacher’s Guide p. 545 - Introduce “The Turnip”</p> |
| <p>Shows an understanding of talk related to the past or future.</p> | <p>Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 259 - “Who Likes the Rain?” Teacher’s Guide p. 453 - What Happens After Teacher’s Guide p. 501 - Class Travel Journal Teacher’s Guide p. 515 - Things We Can Do Teacher’s Guide p. 517 - Create Handprint Poem Gifts Starfall.com - Talking Library: Ruby Bridges</p> |
| <p>Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</p> | <p>Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide p. 168 - Share Chair: community Helpers Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide - Gathering (daily) Teacher’s Guide - American Sign Language (woven throughout curriculum)</p> |

SUB-DOMAIN: COMMUNICATING AND SPEAKING

Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.

Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| <p>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</p> | <p>Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide p. 168 - Share Chair: Community Helpers Teacher’s Guide p. 214 - Say “Thank You” Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher’s Guide p. 282 - Pajama Fashion Show Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 480 - Review Letters and ASL Signs</p> |
| <p>Uses language, spoken or sign, to clarify a word or statement when misunderstood.</p> | <p>Teacher’s Guide p. 19 - Learning Centers Teacher’s Guide p. 54 - Class Rules Teacher’s Guide pp. 86-87 - Introduce <i>Blue</i> and <i>Purple</i> Teacher’s Guide pp. 143-144 - Vehicles and Buildings Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 333 - Real or Make Believe Teacher’s Guide p. 528 - Learn About Pennies and Nickels Teacher’s Guide - American Sign Language (woven throughout curriculum)</p> |
| <p>Children who are DLLs may switch between their languages.</p> | <p>Teacher’s Guide - Morning Meeting (daily) Teacher’s Guide - Gathering (daily) Teacher’s Guide - Circle Time (daily) Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Outside Activity (daily)</p> |

Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.

Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| <p>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</p> | <p>Teacher’s Guide pp. 57-58 - It’s Raining! Teacher’s Guide p. 69 - Review Rules Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide p. 114 - Little Red Hen Makes Pancakes Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 333 - Real or Make Believe</p> |
| <p>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</p> | <p>Teacher’s Guide p. 47 - Outside Activity Teacher’s Guide pp. 57-58 - It’s Raining! Teacher’s Guide p. 86 - Gathering Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide p. 197 - Dramatize “Chicken Little” Teacher’s Guide - Warm Up Your Brain (daily) Teacher’s Guide - Computer Center (daily)</p> |

Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| <p>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</p> | <p>Teacher’s Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher’s Guide p. 19 - Learning Centers Activity Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide p. 63 - “A-Ticket, A-Tasket” Teacher’s Guide pp. 86-87 - Introduce <i>Blue</i> and <i>Purple</i> Teacher’s Guide pp. 143-144 - Vehicles and Buildings Teacher’s Guide p. 207 - “One Rice Thousand Gold”</p> |

| | |
|---|---|
| | <p>Teacher’s Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide p. 526 - Compare and Contrast</p> <p>Teacher’s Guide p. 528 - Learn About Pennies and Nickels</p> |
| Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. | <p>Teacher’s Guide p. 22 - Learning Centers</p> <p>Teacher’s Guide p. 168 - Share Chair: Community Helpers</p> <p>Teacher’s Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide p. 257 - Introduce Weather</p> <p>Teacher’s Guide p. 271 - Teacher’s Literature Choice: Weather</p> <p>Teacher’s Guide p. 282 - Pajama Fashion Show</p> <p>Teacher’s Guide p. 291 - My Favorite Season Chart</p> <p>Teacher’s Guide p. 362 - Class Farm Book</p> <p>Teacher’s Guide p. 401 - Introduce Ocean Animals</p> |
| Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types. | <p>Teacher’s Guide p. 70 - Share Chair</p> <p>Teacher’s Guide p. 90 - Make Fruit Salad</p> <p>Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel?</p> <p>Teacher’s Guide p. 114 - Little Red Hen Makes Pancakes</p> <p>Teacher’s Guide p. 119 - Sharing Family Pictures</p> <p>Teacher’s Guide p. 142 - Stone Soup Characters</p> <p>Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p> <p>Teacher’s Guide pp. 187-188 - What Would You Do?</p> |

SUB-DOMAIN: VOCABULARY

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. | <p>Teacher’s Guide pp. 185-186 - Senses Walk</p> <p>Teacher’s Guide pp. 187-188 - What Would You Do?</p> <p>Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy</p> <p>Teacher’s Guide pp. 231-232 - Introduce Goldilocks and the Three Bears</p> <p>Teacher’s Guide p. 232 - Create a Pattern</p> <p>Teacher’s Guide p. 236 - Small, Medium, Large</p> <p>Teacher’s Guide p. 265 - Create Weather Patterns</p> |

| | |
|---|--|
| <p>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</p> | <p>Teacher’s Guide p. 265 - Teacher’s Literature Choice: Rain Teacher’s Guide p. 265 - Create Weather Patterns Teacher’s Guide pp. 279-280 - Day and Night Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 298 - Art Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 299 - Construction Center Teacher’s Guide p. 352 - “The Farmer in the Dell”</p> |
| <p>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.</p> | <p>Teacher’s Guide pp. 231-232 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide p. 469 - Introduce <i>The Cobbler and the Elves</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide p. 528 - Learn About Pennies and Nickels Teacher’s Guide p. 564 - Introduce <i>The Ant and the Chrysalis</i></p> |
| <p>With support, forms guesses about the meaning of new words from context clues.</p> | <p>Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher’s Guide pp. 269-270 - Weather Riddles Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide p. 406 - <i>Dolphins and Whales</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> |

Goal P-LC 7. Child shows understanding of word categories and relationships among words.

Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| <p>Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</p> | <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i> Teacher’s Guide p. 61 - Warm Up Your Brain Teacher’s Guide p. 105 - Warm Up Your Brain Teacher’s Guide pp. 143-144 - Vehicles and Buildings Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p. 526 - Compare and Contrast Teacher’s Guide p. 537 - Seeds Teacher’s Guide p. 546 - Fruits and Vegetables</p> |
| <p>Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</p> | <p>Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 307 - The Stars Teacher’s Guide p. 349 - Farm Animals Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 371 - Wild Animals Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide p. 420 - Dinosaur Names Teacher’s Guide p. 424 - Fossils Teacher’s Guide p. 473 - Big Machines</p> |
| <p>Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs</p> | <p>Teacher’s Guide p. 327 - Pets Teacher’s Guide p. 338 - A Pet for Gingerbread Boy Teacher’s Guide p. 349 - Farm Animals Teacher’s Guide p. 371 - Wild Animals Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 393 - Introduce Birds Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i></p> |
| <p>Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.</p> | <p>Teacher’s Guide p. 8 - Gathering Teacher’s Guide p. 8 - Warm Up Your Brain Teacher’s Guide p. 131 - Introduce <i>Stone Soup</i> Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher’s Guide p. 181 - Gathering Teacher’s Guide p. 209 - Categorizing Healthy and</p> |

| | |
|--|---|
| | <p>Unhealthy Teacher’s Guide p. 218 - Order and Compare Short to Tall Teacher’s Guide pp. 279-280 - Day and Night Teacher’s Guide p. 304 - The Solar System</p> |
| Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.” | <p>Teacher’s Guide Seasonal Holidays p. 23 - Animals in the Arctic: <i>What keeps them warm?</i> Teacher’s Guide Seasonal Holidays p. 25 - Frozen Juice Igloo Popsicle Teacher’s Guide Seasonal Holidays p. 30 - Class Love Book Teacher’s Guide Seasonal Holidays p. 40 - Solar Oven Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide p. 417 - Introduce Dinosaurs Teacher’s Guide p. 419 - Create Dinosaurs Footprints</p> |

Domain: Literacy

SUB-DOMAIN: PHONOLOGICAL AWARENESS

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Provides one or more words that rhyme with a single given target, such as “What rhymes with log?” | <p>Teacher’s Guide p. 82 - Gathering Teacher’s Guide p. 89 - Gathering Teacher’s Guide p. 92 - Gathering Teacher’s Guide p. 113 - Phonological Awareness: Blend Onset and Rime Teacher’s Guide p. 117 - Phonological Awareness: Blend Syllables Teacher’s Guide p. 120 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 138 - Phonological Awareness Teacher’s Guide p. 144 - Phonological Awareness: Discriminating /t/ Teacher’s Guide p. 162 - Phonological Awareness: Onset and Rime Teacher’s Guide p. 182 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 219 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 356 - Phonemic Awareness:</p> |

| | |
|--|--|
| | <p>Blending CVC Teacher’s Guide p. 378 - Phonological Awareness: Blend Phonemes Teacher’s Guide p. 407 - Rhyming Words: “Down by the Bay” Teacher’s Guide p. 457 - Phonological Awareness: Blending Onset and Rime</p> |
| <p>Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</p> | <p>Teacher’s Guide pp. 130-131 - Introduce /t/ Teacher’s Guide p. 144 - Discriminating /t/ Teacher’s Guide pp. 154-155 - Introduce /n/ Teacher’s Guide p. 164 - Review <i>Bb, Nn</i> and <i>Tt</i> Teacher’s Guide p. 166 - Discriminating /n/ Teacher’s Guide p. 169 - Same or Different Teacher’s Guide pp. 182-183 - Introduce /s/ Teacher’s Guide p. 196 - Discriminating /s/ Teacher’s Guide p. 196 - Match <i>Bb, Tt, Nn</i> and <i>Ss</i> Teacher’s Guide p. 216 - Identify <i>Aa, Bb, Nn, Ss,</i> and <i>Tt</i> Teacher’s Guide p. 245 - Discriminating /n/ Teacher’s Guide pp. 336-337 - Review Beginning Sounds</p> |
| <p>Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</p> | <p>Teacher’s Guide pp. 113-114 - List <i>Bb</i> Words, ASL <i>Bb</i> Teacher’s Guide p. 138 - List <i>Tt</i> Words, ASL <i>Tt</i> Teacher’s Guide pp. 162-163 - List <i>Nn</i> Words, ASL <i>Nn</i> Teacher’s Guide p. 190 - List <i>Ss</i> Words, ASL <i>Ss</i> Teacher’s Guide pp. 212-213 - List <i>Aa</i> Words, ASL <i>Aa</i> Teacher’s Guide pp. 238-239- List <i>Pp</i> Words, ASL <i>Pp</i> Teacher’s Guide p. 264 - List <i>Ll</i> Words, ASL <i>Ll</i> Teacher’s Guide p. 286 - List <i>Rr</i> Words, ASL <i>Rr</i> Teacher’s Guide p. 308 - List <i>Cc</i> Words, ASL <i>Cc</i></p> |

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE

Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| <p>Understands that print is organized differently for different purposes, such as a note, list, or storybook.</p> | <p>Teacher’s Guide p. 12 - Introduce Nursery Rhymes Teacher’s Guide pp. 17-18 - Read <i>The Gingerbread</i></p> |

| | |
|---|---|
| | <p><i>Boy</i> Teacher's Guide p. 76 - Library Center Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 178 - Library Center Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide p. 277 - Library Center Teacher's Guide p. 286 - Phonological Awareness: Words in a Sentence Teacher's Guide p. 324 - Library Center Teacher's Guide p. 399 - Introduce <i>Dd</i>, List <i>Dd</i> Words, ASL <i>Dd</i></p> |
| Understands that written words are made up of a group of individual letters. | <p>Teacher's Guide p. 113 - List <i>Bb</i> words, ASL <i>Bb</i> Teacher's Guide p. 159 - Introduce <i>Nn</i> Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 167 - A Letter to the Elves Teacher's Guide p. 189 - Gathering Teacher's Guide p. 330 - Read the "Pets" Chart Teacher's Guide p. 336 - Review Beginning Sounds</p> |
| Begins to point to single-syllable words while reading simple, memorized texts. | <p>Teacher's Guide p. 50 - Computer Center Teacher's Guide p. 50 - Library Center Teacher's Guide p. 76 - Computer Center Teacher's Guide p. 76 - Library Center Teacher's Guide p. 102 - Computer Center Teacher's Guide p. 102 - Library Center Teacher's Guide p. 150 - Computer Center Teacher's Guide p. 150 - Library Center Starfall.com - Talking Library</p> |
| Identifies book parts and features, such as the front, back, title, and author. | <p>Teacher's Guide p. 170 - Teacher's Literature Choice: Community Helpers Teacher's Guide p. 265 - Teacher's Literature Choice: Rain Teacher's Guide p. 293 - Teacher's Literature Choice: Seasons Teacher's Guide p. 332 - <i>The Frog Prince</i> Vocabulary Teacher's Guide p. 335 - Teacher's Literature Choice: Pets Teacher's Guide p. 346 - Library Center Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i></p> |

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| Names 18 upper- and 15 lower-case letters. | <p>Teacher’s Guide p. 39 - Gathering</p> <p>Teacher’s Guide p. 78 - Gathering</p> <p>Teacher’s Guide p. 113 - List <i>Bb</i> Words, ASL <i>Bb</i></p> <p>Teacher’s Guide p. 214 - Play Concentration</p> <p>Teacher’s Guide p. 216 - Identify Aa, Bb, Nn, Ss, and Tt</p> <p>Teacher’s Guide p. 219 - Play “Say it Fast” with Aa, Bb, Nn, Ss, and Tt</p> <p>Teacher’s Guide p. 312 - Review Cc/k/</p> <p>Teacher’s Guide p. 339 - Alphabet Bingo</p> <p>Teacher’s Guide p. 354 - Match Upper and Lowercase Letters</p> <p>Teacher’s Guide p. 457 - Review Letters and Sounds</p> <p>Teacher’s Guide p. 480 - Review Letters and ASL Signs</p> <p>Teacher’s Guide p. 582 - Play Alphabet Toss</p> <p>Teacher’s Guide p. 588 - Identify Upper and Lowercase Letters</p> |
| Knows the sounds associated with several letters. | <p>Teacher’s Guide p. 130 - Introduce /t/</p> <p>Teacher’s Guide p. 164 - Review <i>Bb, Nn, and Tt</i></p> <p>Teacher’s Guide p. 243 - Review <i>a, b, n, p, s, t</i></p> <p>Teacher’s Guide p. 245 - Review <i>Aa, Ss, and Pp</i></p> <p>Teacher’s Guide p. 418 - Introduce /k/</p> <p>Teacher’s Guide p. 444 - Introduce /w/</p> <p>Teacher’s Guide p. 457 - Review Letters and Sounds</p> <p>Teacher’s Guide p. 490 - Introduce /y/</p> <p>Teacher’s Guide p. 497 - Introduce /v/</p> <p>Teacher’s Guide p. 585 - Match Letter and Picture Cards</p> |

SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE

Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

Retells 2–3 key events from a well known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. | <p>Teacher’s Guide p. 64 - “Mr. Bunny’s Carrot Soup” Characters</p> <p>Teacher’s Guide p. 187 - What Would You Do?</p> <p>Teacher’s Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p. 245 - Dramatize <i>Goldilocks and</i></p> |

| | |
|---|---|
| | <p><i>the Three Bears</i> Teacher's Guide pp. 290-291 - Read <i>How the Turtle Cracked its Shell</i> Teacher's Guide p. 298 - Library Center Teacher's Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher's Guide p. 449 - Sequence <i>The Three Little Pigs</i> Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher's Guide p. 548 - Dramatize <i>The Turnip</i> Teacher's Guide p. 570 - Sequence <i>The Ant and the Chrysalis</i></p> |
| Tells fictional or personal stories using a sequence of at least 2–3 connected events | <p>Teacher's Guide p. 111 - My Family Teacher's Guide p. 112 - Helping Your Family Teacher's Guide p. 150 - Library Center Teacher's Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide p. 259 - "Who Likes the Rain?" Teacher's Guide p. 496 - Introduce Trains</p> |
| Identifies characters and main events in books and stories. | <p>Teacher's Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher's Guide p. 142 - <i>Stone Soup</i> Characters Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 207 - "One Rice Thousand Gold" Teacher's Guide p. 400 - Sequence <i>The Ugly Duckling</i> Teacher's Guide p. 542 - Introduce "Mr. Bunny's Carrot Soup"</p> |

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt." | <p>Teacher's Guide p. 80 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide p. 220 - Dramatize "One Rice</p> |

| | |
|--|--|
| | <p>Thousand Gold” Teacher’s Guide p. 259 - Who, Where, When, What, Why, and How Teacher’s Guide p. 303 - Why the Sun and the Moon Live in the Sky Teacher’s Guide p. 306 - Reach for the Stars Teacher’s Guide p. 351 - Introduce “The Little Rooster” Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Engines</i></p> |
| <p>Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.</p> | <p>Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 167 - A Letter to the Elves Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 289-290 - Read <i>How the Turtle Cracked its Shell</i> Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide pp. 328-329 - <i>The Frog Prince</i> Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide pp. 356-357 - <i>The Troll Who Lived Under the Bridge</i> Teacher’s Guide p. 373 - Read <i>The Gingerbread Boy</i> Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide p. 498 - Sequence <i>A Tale of Two Little Engines</i> Teacher’s Guide p. 545 - Introduce “The Turnip”</p> |
| <p>Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</p> | <p>Teacher’s Guide p. 118 - “The Little Red Hen” Comparison Teacher’s Guide p. 142 - <i>Stone Soup</i> Characters Teacher’s Guide p. 337 - <i>The Frog Prince</i> Characters Teacher’s Guide p. 400 - Sequence <i>The Ugly Duckling</i> Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide p. 449 - Sequence <i>The Three Little Pigs</i> Teacher’s Guide p. 452 - Compare Versions of <i>The Three Little Pigs</i> Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Little Engines</i> Teacher’s Guide p. 520 - Sequence <i>The Green Grass Grew All Around</i></p> |

SUB-DOMAIN: WRITING

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Creates a variety of written products that may or may not phonetically relate to intended messages. | Teacher’s Guide p. 204 - Writing Center Teacher’s Guide p. 227 - Writing Center Teacher’s Guide p. 255 - Writing Center Teacher’s Guide p. 332 - <i>My Favorite Pet Book</i> Teacher’s Guide p. 376 - Draw Animals in Their Habitats Teacher’s Guide p. 400 - Create a Class Book: “If I Were a Bird” Teacher’s Guide p. 416 - Writing Center Teacher’s Guide p. 441 - Writing Center Teacher’s Guide p. 501 - Class Travel Journal Teacher’s Guide p. 545 - Write About Grass Plants Teacher’s Guide p. 564 - Creative Writing |
| Shows an interest in copying simple words posted in the classroom. | Teacher’s Guide p. 77 - Writing Center Teacher’s Guide p. 127 - Construction Center Teacher’s Guide pp. 140-141 - Safety Signs Teacher’s Guide p. 227 - Writing Center Teacher’s Guide p. 255 - Dramatic Play Center Teacher’s Guide p. 255 - Construction Center Teacher’s Guide p. 369 - Writing Center |
| Attempts to independently write some words using invented spelling, such as K for kite. | Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 325 - Writing Center Teacher’s Guide p. 347 - Writing Center Teacher’s Guide p. 351 - Create a Class Farm Book Teacher’s Guide p. 423 - Draw Dinosaur Pictures Teacher’s Guide p. 455 - Draw and Write Teacher’s Guide p. 514 - Writing Center |
| Writes first name correctly or close to correctly. | Teacher’s Guide p. 14 - “We’re Happy Class Book” Teacher’s Guide p. 17 - Create Photo Pages Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 81 - Make an Age Collage Teacher’s Guide p. 103 - Writing Center Teacher’s Guide p. 466 - Writing Center |
| Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left | Teacher’s Guide p. 51 - Writing Center Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 126 - Art Center |

| | |
|-----------|--|
| to right. | Teacher’s Guide p. 151 - Writing Center Teacher’s Guide p. 164 - Review <i>Bb, Nn, and Tt</i> Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 376 - Draw Animals in Their Habitats Teacher’s Guide p. 416 - Writing Center Teacher’s Guide p. 564 - Creative Writing Teacher’s Guide p. 589 - Create a Class Book for Gingerbread Boy |
|-----------|--|

Cognition

Domain: Mathematics Development

SUB-DOMAIN: COUNTING AND CARDINALITY

Goal P-MATH 1. Child knows number names and the count sequence.

Says or signs more number words in sequence.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Counts verbally or signs to at least 20 by ones. | Teacher’s Guide Seasonal Holidays p. 6 - Leaf Sorting and Counting Teacher’s Guide p. 91 - Let’s Eat Sorting Activity Teacher’s Guide p. 165 - Warm Up Your Brain Teacher’s Guide p. 279 - Gathering Teacher’s Guide p. 326 - Math Center Teacher’s Guide p. 358 - Estimation Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 371 - Warm Up Your Brain Teacher’s Guide p. 373 - Make Animal Sets Starfall.com - Math: Numbers |

Goal P-MATH 2. Child recognizes the number of objects in a small set.

Quickly recognizes the number of objects in a small set (referred to as “subitizing”).

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number. | Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 128 - Math Center Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 287 - Numbers Everywhere Teacher’s Guide p. 382 - Count Animal Sets Teacher’s Guide p. 396 - Play “High or Low” Teacher’s Guide p. 491 - Train Game Teacher’s Guide p. 524 - Solve Story Problem Equations Teacher’s Guide p. 528 - Learn About Pennies and |

| | |
|--|--|
| | Nickels <i>Starfall.com</i> - Math: Numbers 1-3 |
|--|--|

Goal P-MATH 3. Child understands the relationship between numbers and quantities.

Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. | Teacher's Guide Seasonal Holidays p. 11 - Apple Math Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 104 - Math Center Teacher's Guide p. 152 - Math Center Teacher's Guide p. 204 - Math Center Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 491 - Train Game Teacher's Guide p. 524 - Solve Story Problem Equations |
| Counts and answers "How many?" questions for approximately 10 objects. | Teacher's Guide p. 18 - Gathering Teacher's Guide p. 112 - Warm Up Your Brain Teacher's Guide p. 116 - Gathering Teacher's Guide p. 326 - Math Center Teacher's Guide p. 348 - Math Center Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 416 - Math Center <i>Starfall.com</i> - Math: Math Songs, Numbers |
| Accurately counts as many as 5 objects in a scattered configuration. | Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 152 - Math Center Teacher's Guide p. 180 - Math Center Teacher's Guide p. 204 - Math Center <i>Starfall.com</i> - Math: Math Songs, Numbers |
| Understands that each successive number name refers to a quantity that is one larger. | Teacher's Guide p. 12 - Gathering Teacher's Guide pp. 36-37 - Analyze the Spice Graph Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 152 - Math Center Teacher's Guide p. 167 - "One, Two, Tie My Shoe" Teacher's Guide p. 380 - Count Wild Animals <i>Starfall.com</i> - Math: Math Songs - "5 Little Bears" <i>Starfall.com</i> - Math: Math Songs - "10 Kids Went to |

| | |
|--|--|
| | Play” <i>Starfall.com</i> - Math: Numbers |
| Understands that the last number said represents the number of objects in a set. | Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 42 - Gathering Teacher’s Guide p. 112 - Warm Up Your Brain Teacher’s Guide p. 152 - Math Center Teacher’s Guide p. 180 - Math Center Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 373 - Make Animal Sets <i>Starfall.com</i> - Math: Math Songs, Numbers |

Goal P-MATH 4. Child compares numbers.

Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers. Uses numbers related to order or position.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. | Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher’s Guide pp. 36-37 - Analyze the Spice Graph Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 38 - <i>Gingerbread Boy</i> Characters Teacher’s Guide p. 38 - One-to-One Correspondence Teacher’s Guide p. 382 - Count Animal Sets Teacher’s Guide p. 528 - Learn About Pennies and Nickels Teacher’s Guide p. 536 - Math Center Teacher’s Guide p. 565 - Create Patterns Teacher’s Guide p. 567 - Create the Butterfly Cycle Teacher’s Guide p. 549 - Graph Fruits and Vegetables Teacher’s Guide p. 581 - Graph Learning Centers |
| Identifies and uses numbers related to order or position from first to tenth. | Teacher’s Guide Seasonal Holidays p. 11 - Apple Math: <i>Ten Little Apples</i> Teacher’s Guide Seasonal Holidays p. 29 - Groundhog Day: <i>Ten Little Groundhogs</i> Teacher’s Guide p. 66 - <i>The Ants Go Marching</i> Teacher’s Guide p. 161 - Gathering Teacher’s Guide p. 168 - Gathering Teacher’s Guide p. 587 - Play “I Spy” <i>Starfall.com</i> - Math Songs: Little Farmer |

Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Associates a number of objects with a written numeral 0–5. | Teacher’s Guide p. 81 - Make an Age Collage Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 128 - Math Center Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 152 - Math Center Teacher’s Guide p. 204 - Math Center Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 348 - Math Center |
| Recognizes and, with support, writes some numerals up to 10. | Teacher’s Guide p. 81 - Make an Age Collage Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 152 - Math Center Teacher’s Guide p. 180 - Math Center Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 287 - Numbers Everywhere Teacher’s Guide p. 348 - Math Center Teacher’s Guide p. 370 - Math Center Teacher’s Guide p. 377 - Estimate Frog Hops Teacher’s Guide p. 392 - Math Center Teacher’s Guide p. 416 - Math Center Teacher’s Guide p. 489 - Introduce Transportation |

SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. | Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 380 - Count Wild Animals Teacher’s Guide p. 382 - Count Animal Sets Teacher’s Guide p. 469 - Addition and Subtraction Teacher’s Guide p. 524 - Solve Story Problems Teacher’s Guide p. 528 - Learn About Pennies and Nickels Starfall.com: Addition and Subtraction: “Addition Intro” |

| | |
|---|---|
| | <p>Starfall.com: Addition and Subtraction: "Subtraction Intro"</p> <p>Starfall.com: Addition and Subtraction</p> |
| <p>Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</p> | <p>Teacher's Guide p. 208 - Solve Story Problems</p> <p>Teacher's Guide pp. 328-329 - <i>The Frog Prince</i></p> <p>Teacher's Guide p. 469 - Addition and Subtraction</p> <p>Teacher's Guide p. 524 - Solve Story Problem Equations</p> <p>Starfall.com - Math: Add and Subtract - Word Problems</p> |
| <p>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).</p> | <p>Teacher's Guide p. 37 - "Five Gingerbread Men"</p> <p>Teacher's Guide p. 83 - "One Two, Tie My Shoe"</p> <p>Teacher's Guide p. 180 - Math Center</p> <p>Teacher's Guide - Gathering Routine (beginning Week 12)</p> <p>Starfall.com: Math Songs - "10 Little Kittens"</p> <p>Starfall.com: Math Songs - "5 Little Speckled Frogs"</p> <p>Starfall.com: Math Songs - "Numbers"</p> |

Goal P-MATH 7. Child understands simple patterns.

Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| <p>Fills in missing elements of simple patterns.</p> | <p>Teacher's Guide p. 265 - Create Weather Patterns</p> <p>Teacher's Guide p. 285 - Patterns: Day/Night and Seasons</p> <p>Teacher's Guide p. 327 - Warm Up Your Brain</p> <p>Teacher's Guide p. 450 - Warm Up Your Brain</p> <p>Teacher's Guide p. 488 - Math Center</p> <p>Teacher's Guide p. 565 - Create Patterns</p> <p>Teacher's Guide p. 567 - Create the Butterfly Life Cycle</p> <p>Teacher's Guide - Gathering (daily - weather/calendar)</p> |
| <p>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</p> | <p>Teacher's Guide Seasonal Holidays p. 6 - Fall Paper Chains</p> <p>Teacher's Guide Seasonal Holidays p. 49 - ABC Pattern</p> <p>Teacher's Guide p. 232 - Create a Pattern</p> <p>Teacher's Guide p. 256 - Math Center</p> <p>Teacher's Guide p. 265 - Create Weather Patterns</p> <p>Teacher's Guide p. 278 - Math Center</p> <p>Teacher's Guide p. 290 - Make Patterns with Coins</p> <p>Teacher's Guide p. 300 - Math Center</p> <p>Teacher's Guide p. 311 - 3-D Geometric Shapes</p> <p>Teacher's Guide p. 488 - Math Center</p> |

| | |
|--|--|
| | Teacher's Guide p. 565 - Create Patterns |
| Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. | Teacher's Guide p. 87 - Shape Patterns Teacher's Guide p. 256 - Math Center Teacher's Guide p. 265 - Create Weather Patterns Teacher's Guide p. 278 - Math Center Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 285 - Patterns-Day/Night and Seasons Teacher's Guide p. 290 - Make Patterns with Coins Teacher's Guide p. 488 - Math Center |

SUB-DOMAIN: MEASUREMENT

Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Measures using the same unit, such as putting together snap cubes to see how tall a book is. | Teacher's Guide Seasonal Holidays p. 29 - Groundhog Math Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 419 - Create Dinosaur Footprints Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 491 - Train Game |
| Compares or orders up to 5 objects based on their measurable attributes, such as height or weight. | Teacher's Guide Seasonal Holidays p. 10 - Weighing an Apple Teacher's Guide Seasonal Holidays p. 15 - Pumpkin Math Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 217 - How Tall are You? Teacher's Guide p. 218 - Order and Compare Short to Tall Teacher's Guide p. 231 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 236 - Small, Medium, Large Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 419 - Create Dinosaur Footprints Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 450 - Measure Height |

| | |
|--|--|
| | <p>Teacher's Guide p. 491 - Train Game Teacher's Guide p. 523 - Compare Sizes Teacher's Guide p. 536 - Math Center <i>Starfall.com</i>: Math: Geometry and Measurement-Weight</p> |
| <p>Uses comparative language, such as shortest, heavier, or biggest.</p> | <p>Teacher's Guide Seasonal Holidays p. 10 - Weighing an Apple Teacher's Guide Seasonal Holidays p. 15 - Pumpkin Math Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 218 - Order and Compare Short to Tall Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 523 - Compare Sizes Teacher's Guide p. 536 - Math Center <i>Starfall.com</i>: Math: Geometry and Measurement-Weight</p> |

SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE

Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.

Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| <p>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</p> | <p>Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 495 - Three Dimensional Shapes Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 558 - Math Center Teacher's Guide p. 561- Shape Orientation Teacher's Guide p. 590 - Review Shapes <i>Starfall.com</i>: Math: Geometry and Measurement (Make Shapes)</p> |
| <p>Correctly names basic shapes regardless of size and orientation.</p> | <p>Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 40 - Compare Shapes Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide pp. 66-67 - Where's the Shape Teacher's Guide p. 77 - Discovery Center Teacher's Guide p. 77 - Construction Center Teacher's Guide p. 108 - Design a House Teacher's Guide p. 256 - Math Center</p> |

| | |
|--|---|
| | <p>Teacher’s Guide p. 311 - 3-D Geometric Shapes Teacher’s Guide p. 542 - Play Dough Shapes Teacher’s Guide p. 561 - Shape Orientation <i>Starfall.com</i> - Math: Geometry and Measurement</p> |
| Analyzes, compares and sorts two and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. | <p>Teacher’s Guide p. 40 - Compare Shapes Teacher’s Guide pp. 66-67 - “Where’s the Shape?” Teacher’s Guide p. 77- Math Center Teacher’s Guide pp. 140-141 - Safety Signs Teacher’s Guide p. 495 - Three Dimensional Shapes Teacher’s Guide p. 502 - Shape Game Teacher’s Guide p. 542 - Play Dough Shapes <i>Starfall.com</i> - Math: Geometry & Measurement</p> |
| Creates and builds shapes from components. | <p>Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher’s Guide p. 40 - Compare Shapes Teacher’s Guide p. 108 - Design a House Teacher’s Guide pp. 140-141 - Safety Signs Teacher’s Guide p. 142 - Design Collages Teacher’s Guide p. 542 - Play Dough Shapes Teacher’s Guide p. 558 - Math Center Teacher’s Guide p. 561 - Shape Orientation Teacher’s Guide p. 590 - Review Shapes <i>Starfall.com</i>: Math: Geometry and Measurement (Make Shapes)</p> |

Goal P-MATH 10. Child explores the positions of objects in space.

Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind. | <p>Teacher’s Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher’s Guide p. 18 - Warm Up Your Brain Teacher’s Guide p. 47 - Outside Activity “Simon Says” Teacher’s Guide p. 123 - Outside Activity - “Red Light, Green Light” Teacher’s Guide p. 129 - Warm Up Your Brain Teacher’s Guide p. 335 - Follow Directional Words Teacher’s Guide p. 365 - Outside Activity “Run, Hop, Slither” Teacher’s Guide p. 442 - Math Center Teacher’s Guide p. 467 - Warm Up Your Brain Teacher’s Guide p. 492 - “I’ve Been Working on the Railroad” Teacher’s Guide p. 502 - Shape Game Teacher’s Guide p. 549 - Warm Up Your Brain</p> |

| | |
|---|--|
| <p>Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</p> | <p>Teacher’s Guide p. 165 - Warm Up Your Brain Teacher’s Guide p. 257 - Warm Up Your Brain Teacher’s Guide p. 266 - Warm Up Your Brain Teacher’s Guide p. 282 - Warm Up Your Brain Teacher’s Guide p. 338 - Warm Up Your Brain Teacher’s Guide p. 352 - Warm Up Your Brain Teacher’s Guide p. 581 - Warm Up Your Brain Teacher’s Guide p. 584 - Warm Up Your Brain Teacher’s Guide - Outside Activities (daily)</p> |
|---|--|

Domain: Scientific Reasoning

SUB-DOMAIN: SCIENTIFIC INQUIRY

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| <p>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</p> | <p>Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk Teacher’s Guide Seasonal Holidays p. 47 - Games: Activity Teacher’s Guide p. 184 - Create Leaf Rubbings Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide p. 192 - Use Your Senses: Popcorn Teacher’s Guide p. 195 - Use Your Senses: What’s in the Bag? Teacher’s Guide p. 204 - Discovery Center</p> |
| <p>Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</p> | <p>Teacher’s Guide p. 52 - Discovery Center Teacher’s Guide p. 104 - Discovery Center Teacher’s Guide p. 179 - Dramatic Play Center Teacher’s Guide p. 268 - Introduce <i>Thermometers</i> Teacher’s Guide p. 325 - Dramatic Play Center Teacher’s Guide p. 416 - Discovery Center</p> |
| <p>Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</p> | <p>Teacher’s Guide p. 34 - Spices for Gingerbread Boy Teacher’s Guide p. 39 - Cinnamon Play Dough Teacher’s Guide p. 60 - Taste Vegetables Teacher’s Guide p. 180 - Discovery Center Teacher’s Guide pp. 181-182 - The Five Senses Teacher’s Guide pp. 183-184 - Introduce Chicken Little Teacher’s Guide p. 192 - Use Your Senses: Popcorn</p> |

| | |
|---|--|
| <p>Represents observable phenomena with pictures, diagrams, and 3-D models.</p> | <p>Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk Teacher’s Guide Seasonal Holidays p. 6 - Fall Tree Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide pp. 181-182 - The Five Senses Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide p. 195 - Use Your Senses: What’s in the Bag? Teacher’s Guide p. 204 - Discovery Center Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph</p> |
|---|--|

Goal P-SCI 2. Child engages in scientific talk.

Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| <p>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</p> | <p>Teacher’s Guide p. 257 - Introduce Weather Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 268 - Introduce Thermometers Teacher’s Guide pp. 269-270 - Weather Riddles Teacher’s Guide p. 288 - Hibernation Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher’s Guide p. 424 - Fossils Teacher’s Guide p. 562 - Introduce the Butterfly Life Cycle</p> |
| <p>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</p> | <p>Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 307 - The Stars Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide pp. 526-527 - Compare and Contrast Teacher’s Guide p. 543 - Carrot Experiment Teacher’s Guide p. 562 - Introduce the Butterfly Life Cycle</p> |

Goal P-SCI 3. Child compares and categorizes observable phenomena.

With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound. | <p>Teacher’s Guide Seasonal Holidays p. 6 - Leaf Sorting</p> <p>Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort</p> <p>Teacher’s Guide Seasonal Guide p. 47 - Recycling Activities</p> <p>Teacher’s Guide p. 180 - Discovery Center</p> <p>Teacher’s Guide p. 330 - “Read the Pets Chart”</p> <p>Teacher’s Guide p. 361 - Compare Small, Medium, and Large</p> <p>Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher’s Guide p. 406 - Sink or Float?</p> <p>Teacher’s Guide p. 416 - Discovery Center</p> <p>Teacher’s Guide p. 446 - Heavy or Light</p> <p>Teacher’s Guide p. 466 - Discovery Center</p> <p>Teacher’s Guide p. 536 - Math Center</p> |
| Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena. | <p>Teacher’s Guide Seasonal Holidays p. 10 - Weighing an Apple</p> <p>Teacher’s Guide Seasonal Holidays p. 38 - Evaporation</p> <p>Teacher’s Guide Seasonal Holidays p. 38 - Measuring Rainfall</p> <p>Teacher’s Guide p. 34 - “There’s a Neat Little Clock”</p> <p>Teacher’s Guide p. 60 - Taste Vegetables (Prepare Carrot Soup)</p> <p>Teacher’s Guide p. 76 - Dramatic Play Center</p> <p>Teacher’s Guide p. 217 - How Tall Are You?</p> <p>Teacher’s Guide p. 268 - Introduce Thermometers</p> |

SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.

Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our | <p>Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float?</p> <p>Teacher’s Guide Seasonal Holidays p. 15 -</p> |

| | |
|---|--|
| <p>class come from?”.</p> | <p>Halloween (Seed) Science Teacher’s Guide Seasonal Holidays p. 23 - Animals in the Arctic: <i>What keeps them warm?</i> Teacher’s Guide Seasonal Holidays p. 28 - Shadow Activities Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide Seasonal Holidays p. 44 - Finding Ireland Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 537 - Seeds</p> |
| <p>Gathers information about a question by looking at books or discussing prior knowledge and observations.</p> | <p>Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float? Teacher’s Guide Seasonal Holidays p. 29 - Groundhog Day Prediction Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 371 - Wild Animals Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 475 - Predictions: Roll or Slide Teacher’s Guide p. 476 - Estimate Rolling Speed</p> |
| <p>Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”</p> | <p>Teacher’s Guide Seasonal Holidays p. 15 - Science (seeds) Teacher’s Guide Seasonal Holidays p. 42 - St. Patrick’s Day Mixing Color Activities Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 309 - Review Reach for the Stars Teacher’s Guide p. 401 - Introduce Ocean Animals Teacher’s Guide p. 417 - Introduce Dinosaurs Teacher’s Guide p. 537 - Seeds Teacher’s Guide pp. 542-543 - Introduce “Mr. Bunny’s Carrot Soup”/Carrot Experiment Teacher’s Guide - Discovery Center (daily)</p> |

Goal P-SCI 5. Child plans and conducts investigations and experiments.

With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|---|
| <p>Articulates steps to be taken and lists materials needed for an investigation or experiment.</p> | <p>Teacher’s Guide Seasonal Holidays p. 7 - Leaf Blowing Teacher’s Guide Seasonal Holidays p. 23 - Ice</p> |

| | |
|--|--|
| | <p>Melting Chart Teacher’s Guide Seasonal Holidays p. 23 - Animals in the Arctic Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide Seasonal Holidays p. 40 - Solar Oven Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide pp. 542-543 - Introduce “Mr. Bunny’s Carrot Soup”/Carrot Experiment</p> |
| <p>Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</p> | <p>Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float? Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher’s Guide Seasonal Holidays p. 23 - Animals in the Arctic: <i>What keeps them warm?</i> Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide Seasonal Holidays p. 40 - Worm Home Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 266 - “Will the Wind Blow?”</p> |
| <p>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</p> | <p>Teacher’s Guide p. 36 - Analyze the Spice Graph Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 181 - Gathering (Forecast the Weather) Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 358 - Estimation Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed</p> |

Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|---|
| <p>Analyzes and interprets data and summarizes results of investigation.</p> | <p>Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide Unit 3, Week 8 pp. 174-197 - Your Five Senses</p> |

| | |
|--|--|
| | <p>Teacher’s Guide pp. 263-264 - Weather: Cause and Effect Teacher’s Guide p. 406 - Sink or Float Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 536 - Discovery Center Teacher’s Guide p. 543 - Carrot Experiment Teacher’s Guide - Gathering (daily) Teacher’s Guide - Learning Centers (daily)</p> |
| <p>Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</p> | <p>Teacher’s Guide Seasonal Holidays p. 13 - Applesauce Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher’s Guide Seasonal Holidays p. 40 - Solar Oven Teacher’s Guide p. 263 - Weather: Cause and Effect Teacher’s Guide p. 268 - Introduce: <i>Thermometers</i> Teacher’s Guide p. 278 - Discovery Center Teacher’s Guide p. 442 - Discovery Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 475 - Predictions: Roll or Slide? <i>Starfall.com</i> - Backpack Bear’s Books - “The Bottle in the River”</p> |
| <p>With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</p> | <p>Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher’s Guide Seasonal Holidays p. 40 - Solar Oven Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide p. 540 - Miss MacDonald Teacher’s Guide p. 542 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 543 - Carrot Experiment</p> |
| <p>Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</p> | <p>Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide p. 466 - Discovery Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide p. 543 - Carrot Experiment Teacher’s Guide p. 545 - Write About Grass Plants</p> |

Domain: Perceptual, Motor, and Physical Development

SUB-DOMAIN: GROSS MOTOR

Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. | <p>Teacher’s Guide Seasonal Holidays p. 16 - Harvest Obstacle Course</p> <p>Teacher’s Guide Seasonal Holidays p. 39 - Jump Over the Puddle</p> <p>Teacher’s Guide p. 229 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 233 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 241 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 461 - Rolling Relays</p> |
| Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. | <p>Teacher’s Guide Seasonal Holidays p. 24 - Indoor Snowball Fun</p> <p>Teacher’s Guide Seasonal Holidays p. 39 - Bean Bag Puddle Toss</p> <p>Teacher’s Guide Seasonal Holidays p. 44 - “St. Patrick’s Day Toss”</p> <p>Teacher’s Guide p. 53 - The Friendship Ball</p> <p>Teacher’s Guide p. 147 - Outside Activity</p> <p>Teacher’s Guide p. 301 - Warm Up Your Brain</p> <p>Teacher’s Guide - Outside Activity (daily)</p> <p>Starfall.com - Motion Songs</p> |
| Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag. | <p>Teacher’s Guide Seasonal Holidays p. 16 - Harvest Obstacle Course</p> <p>Teacher’s Guide Seasonal Holidays p. 39 - Jump Over the Puddle</p> <p>Teacher’s Guide p. 47 - “Simon Says”</p> <p>Teacher’s Guide p. 263 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 411 - Move Like a Dinosaur</p> <p>Teacher’s Guide p. 427 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 437 - Wolf’s Dinner Time</p> <p>Teacher’s Guide p. 447 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 467 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 473 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 483- Caboose on the Loose</p> |

Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Demonstrates awareness of own body and other people's space during interactions. | <p>Teacher's Guide Seasonal Holidays p. 12 - Apple Toss</p> <p>Teacher's Guide p. 25 - Outside Activity</p> <p>Teacher's Guide p. 47 - "Simon Says"</p> <p>Teacher's Guide p. 53 - The Friendship Ball</p> <p>Teacher's Guide p. 57 - Warm Up Your Brain</p> <p>Teacher's Guide p. 65 - Warm Up Your Brain</p> <p>Teacher's Guide p. 137 - Warm Up Your Brain</p> <p>Teacher's Guide p. 147 - Outside Activity</p> <p>Teacher's Guide p. 304 - Warm Up Your Brain</p> <p>Teacher's Guide p. 411 - Move Like a Dinosaur</p> <p>Teacher's Guide p. 417 - Warm Up Your Brain</p> <p>Teacher's Guide p. 437 - Follow the Leader</p> <p>Teacher's Guide p. 509 - Alphabet Toss/Ball Toss</p> |
| Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball. | <p>Teacher's Guide Seasonal Holidays p. 12 - Apple Relay</p> <p>Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course</p> <p>Teacher's Guide Seasonal Holidays p. 29 - Groundhog Tunnel Game</p> <p>Teacher's Guide Seasonal Holidays p. 39 - Jump Over the Puddle</p> <p>Teacher's Guide p. 47 - Outside Activity</p> <p>Teacher's Guide p. 73 - Outside Activity</p> <p>Teacher's Guide p. 427 - Warm Up Your Brain</p> <p>Teacher's Guide - Learning Centers (daily)</p> |
| When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. | <p>Teacher's Guide Seasonal Holidays p. 12 - Apple Relay</p> <p>Teacher's Guide Seasonal Holidays p. 47 - Recycle Relay</p> <p>Teacher's Guide p. 123 - "Red Light, Green Light"</p> <p>Teacher's Guide p. 273 - Outside Activity</p> <p>Teacher's Guide p. 321 - "Leap Frog"</p> <p>Teacher's Guide p. 365 - "Run, Hop, and Slither"</p> <p>Teacher's Guide p. 387 - Outside Activity</p> <p>Teacher's Guide p. 411 - "Move Like a Dinosaur"</p> |
| Changes directions when moving with little difficulty. | <p>Teacher's Guide Seasonal Holidays p. 12 - Apple Relay</p> <p>Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course</p> <p>Teacher's Guide Seasonal Holidays p. 47 - Recycle Relay</p> <p>Teacher's Guide p. 365 - "Run, Hop, and Slither"</p> |

| | |
|--|---|
| | Teacher's Guide p. 411 - Move Like a Dinosaur Teacher's Guide p. 427 - Warm Up Your Brain Teacher's Guide p. 437 - Follow the Leader Teacher's Guide p. 461 - Rolling Relays Teacher's Guide p. 559 - Warm Up Your Brain |
|--|---|

Domain: Perceptual, Motor, and Physical Development

SUB-DOMAIN: FINE MOTOR

Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. | Teacher's Guide p. 32 - Design Sheep Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 202 - Art Center Teacher's Guide p. 204 - Writing Center Teacher's Guide p. 226 - Art Center Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 276 - Art Center Teacher's Guide p. 392 - Discovery Center Teacher's Guide p. 536 - Math Center |
| Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. | Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 111 - My Family Teacher's Guide p. 150 - Art Center Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide p. 299 - Writing Center Teacher's Guide p. 351 - Create a Class Farm Book Teacher's Guide p. 423 - Draw Dinosaur Pictures Teacher's Guide - Art Center (daily) Teacher's Guide - Writing Center (daily) |
| Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning. | Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide p. 77 - Discovery Center Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 152 - Discovery Center Teacher's Guide p. 180 - Discovery Center Teacher's Guide p. 188 - Form Play Dough Letters Teacher's Guide p. 202 - Art Center Teacher's Guide p. 226 - Art Center |

SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION

Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.

Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.

| Oregon Standards | Starfall Pre K 4 Alignment |
|--|--|
| <p>Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</p> | <p>Teacher's Guide Seasonal Holidays p. 19 - Count the Popcorn Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide p. 11 - Make Handprints Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Germs</p> |
| <p>Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</p> | <p>Teacher's Guide Seasonal Holidays p. 7 - Season Dress Up Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide p. 11 - Make Handprints Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits Teacher's Guide p. 218 - Warm Up Your Brain Teacher's Guide p. 269 - Warm Up Your Brain Teacher's Guide - Snack Time (daily)</p> |

Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.

Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| <p>Identifies a variety of healthy and unhealthy foods.</p> | <p>Teacher's Guide Seasonal Holidays p. 20 - Friendship Fruit Salad Teacher's Guide p. 53 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide pp. 78-79 - Introduce Red and Orange</p> |

| | |
|---|---|
| | <p>Teacher’s Guide p. 199 - Snack Suggestion</p> <p>Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy</p> <p>Teacher’s Guide p. 211 - My Healthy Food Classroom Book</p> <p>Teacher’s Guide p. 215 - Let’s Stay Healthy: Sleep and Water</p> <p>Teacher’s Guide p. 217 - Healthy Habits</p> |
| Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. | <p>Teacher’s Guide p. 53 - Introduce “Mr. Bunny’s Carrot Soup”</p> <p>Teacher’s Guide p. 60 - Taste Vegetables</p> <p>Teacher’s Guide pp. 78-79 - Introduce <i>Red</i> and <i>Orange</i></p> <p>Teacher’s Guide p. 199 - Snack Suggestion</p> <p>Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy</p> <p>Teacher’s Guide p. 211 - My Healthy Food Classroom Book</p> <p>Teacher’s Guide p. 217 - Teacher’s Literature Choice: Healthy Habits</p> <p>Teacher’s Guide p. 531- Snack Suggestion</p> <p>Teacher’s Guide p. 535- Dramatic Play</p> <p>Teacher’s Guide p. 546 - Fruits and Vegetables</p> |
| Moderates food consumption based on awareness of own hunger and fullness. | <p>Teacher’s Guide Seasonal Holidays p. 9 - Peanut Butter, Oatmeal, and Banana Cookies</p> <p>Teacher’s Guide Seasonal Holidays p. 13 - Ants on an Apple</p> <p>Teacher’s Guide Seasonal Holidays p. 32 - Queen of Heart Tarts</p> <p>Teacher’s Guide Seasonal Holidays p. 32 - Edible Valentines</p> <p>Teacher’s Guide Seasonal Holidays p. 41 - Flowers for Snack</p> <p>Teacher’s Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables</p> <p>Teacher’s Guide p. 90 - Make Fruit Salad</p> <p>Teacher’s Guide p. 179 - Dramatic Play Center</p> <p>Teacher’s Guide p. 215 - Let’s Stay Healthy: Sleep and Water</p> <p>Teacher’s Guide p. 218 - Warm Up Your Brain</p> <p>Teacher’s Guide - Snack (daily)</p> |

Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.

Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.

| Oregon Standards | Starfall Pre K 4 Alignment |
|---|--|
| Identifies, avoids, and alerts others to danger, such | Teacher’s Guide p. 39 - Cinnamon Play Dough |

| | |
|---|--|
| <p>as keeping a safe distance from swings.</p> | <p>Teacher’s Guide p. 160 - Get Low and Go Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher’s Guide p. 237 - Safety: Tub and Shower and At the Pool Teacher’s Guide pp. 241-242 - Safety: Review Fire Safety and Introduce Strangers Teacher’s Guide p. 243 - Teacher’s Literature Choice: Safety Teacher’s Guide p. 244 - Review Safety</p> |
| <p>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</p> | <p>Teacher’s Guide p. 5 - Outside Activity - Safety Rules Teacher’s Guide p. 25 - Outside Activity - Review Safety Rules Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 69 - Review Rules Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide p. 160 - Get Low and Go Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher’s Guide pp. 233-234 - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower and At the Pool</i> Teacher’s Guide pp. 241-242 - Safety: Review <i>Fire Safety</i> and Introduce Strangers Teacher’s Guide p. 244 - Review Safety</p> |

*The standards in this document were copied directly from the Head Start Early Learning Outcomes Framework.

Publisher’s Note: The citations included in this alignment represent a sampling of Starfall Pre K 4 Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards may be found in the *Read Me First* section of the Teacher’s Guide in the Starfall Parent-Teacher Center on Starfall.com.