



**Louisiana’s Early Learning and Development Standards
Alignment to Starfall Pre K 4 Curriculum**

APPROACHES TO LEARNING

Approaches to Learning: AL 1 (Four-year-olds)

Subdomain: Initiative and Curiosity	
Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
AL 1 Indicators:	
<ul style="list-style-type: none"> ● Show curiosity, interest and a willingness to learn new things and try new experiences. ● Choose a multi-step task and complete it on their own. 	<p>Teacher Guide p. 195 - Morning Meeting: Use Your Senses Teacher Guide p. 52 - Discovery Center Teacher Guide p. 227 - Dramatic Play Center</p> <p>Teacher Guide p. 498 - Small Group & Exploration Teacher Guide p. 276 - Art Center</p>

Approaches to Learning: AL 2 (Four-year-olds)

Subdomain: Attention, Engagement, and Persistence	
Standard AL 2: Demonstrate attention, engagement, and persistence in learning.	
AL 2 Indicators:	
<ul style="list-style-type: none"> ● Stay engaged with others, objects, and activities despite interruptions or disruption. ● Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. ● Plan and complete tasks and activities. 	<p>Teacher Guide p. 185 - Morning Meeting: Senses Walk Teacher Guide p. 226-227 - Art Center, Dramatic Play Center, Construction Center</p> <p>Teacher Guide p. 268 - Small Group & Exploration Teacher Guide p. 440 - Art Center Teacher Guide p. 475 - Small Group & Exploration</p> <p>Teacher Guide p. 442 - Discovery Center, Math Center Teacher Guide p. 103 - Dramatic Play, Construction, and Writing Centers</p>

Approaches to Learning: AL3 (Four-year-olds)

Subdomain: Reasoning, Problem-Solving, and Creative Thinking	
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
AL 3 Indicators:	
<ul style="list-style-type: none"> Identify and understand cause and effect relationships. Apply prior knowledge and experiences to learn new skills during play. Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. Make specific request for help from both peers and adults as needed. 	<p>Teacher Guide p. 239 - Story Time Teacher Guide p. 263 - Weather: Cause and Effect Teacher Guide p. 445 - Story Time</p> <p>Teacher Guide p. 151 - Dramatic Play Center Teacher Guide p. 347 - Dramatic Play Center</p> <p>Teacher Guide p. 476 - Estimate Rolling Speed Teacher Guide p. 233-234 - Morning Meeting-Safety</p> <p>Teacher Guide p. 58-59 Learning Centers- Circle Time: “Please” and “Thank You” Teacher Guide p. 157 Morning Meeting- Dialing 9-1-1</p>

Approaches to Learning: AL4 (Four-year-olds)

Subdomain: Reasoning, Problem-Solving, and Creative Thinking	
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
AL 4 Indicators:	
<ul style="list-style-type: none"> Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. Gather information and ask complex questions in order to understand a new or familiar concept. 	<p>Teacher Guide p. 255 - Dramatic Play Center Teacher Guide p. 414 - Art Center</p> <p>Teacher Guide p. 291 - Morning Meeting-”My Favorite Season” Chart Teacher Guide p. 417 - Morning Meeting- Introduce Dinosaurs</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Creative Thinking and Expression

Cognitive Development and General Knowledge: CC 1 (Four-year-olds)

Subdomain: Creative Thinking and Expression
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.

CC 1 Indicators:	
<ul style="list-style-type: none"> Express thoughts and feelings through movement and musical activities. Participate in different types of music activities, including songs, finger plays, and playing instruments. Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. Describe changes in tone, melody, rhythm, and tempo. Use instruments, props, and body creatively to express self through music and movement. 	<p>Teacher Guide p. 13 - Circle Time Teacher Guide Seasonal Holidays p. 34 - African Music</p> <p>Teacher Guide p.263 Morning Meeting - Warm Up Your Brain Teacher Guide p. 355 Morning Meeting - Warm Up Your Brain Teacher Guide p. 407 Morning Meeting - “Down by the Bay”</p> <p>Teacher Guide p. 473 Morning Meeting -Warm Up Your Brain Teacher Guide Seasonal Holidays p. 39- - Rainsticks</p> <p><i>Starfall.com</i> - It’s Fun to Read: Music Teacher Guide Seasonal Holidays p. 34 - African Music</p> <p>Teacher Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher Guide Seasonal Holidays p. 50 - Maracas</p>

Cognitive Development and General Knowledge: CC 2 (Four-year-olds)

Subdomain: Creative Thinking and Expression	
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
CC 2 Indicators:	
<ul style="list-style-type: none"> Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. 	<p>Teacher Guide p. 93 - Story Time <i>Starfall.com</i>, It’s Fun to Read-Art Gallery - Georges Seurat</p> <p><i>Starfall.com</i>, It’s Fun to Read-Art Gallery - Vincent Van Gogh Teacher Guide p. 178 - Art Center</p> <p>Teacher Guide p. 254 - Art Center Teacher Guide Seasonal Holidays p. 26 - Rice Paintings</p>

Cognitive Development and General Knowledge: CC 3 (Four-year-olds)

Subdomain: Creative Thinking and Expression	
Standard CC 3: Explore roles and experiences through dramatic art and play.	
CC 3 Indicators:	
<ul style="list-style-type: none"> ● Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). ● Role play or use puppets to act out stories or play a character. ● Represent fantasy and real-life experiences through pretend play. ● Use objects to represent other objects. 	<p>Teacher Guide p. 93 - Story Time Teacher Guide p. 340 - Story Time</p> <p>Teacher Guide pp. 353-354 - Story Time Teacher Guide p. 71 - Small Group & Exploration</p> <p>Teacher Guide p. 103 - Dramatic Play Center Teacher Guide p. 203 - Dramatic Play Center</p> <p>Teacher Guide p. 299 - Dramatic Play Center Teacher Guide p. 415 - Dramatic Play Center</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Mathematics

Cognitive Development and General Knowledge: CM 1 (Four-year-olds)

Subdomain: Mathematics	
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
CM 1 Indicators:	
<ul style="list-style-type: none"> ● Verbally count by ones to 20. ● Count forward from a given number between 1 and 10, and count backward from 5. ● Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. 	<p>Teacher Guide p. 466 - Math Center Teacher Guide p. 359 - Morning Meeting- Milk a Cow</p> <p>Teacher Guide p. 279 - Gathering Teacher Guide Seasonal Holidays p. 29 - “Ten Little Groundhogs” and p. 45 “Five Little Leprechauns” Teacher Guide p. 328 - Story Time “Five Speckled Frogs” Teacher Guide p. 208 - Solve Story Problems</p> <p>Teacher Guide p. 489 Morning Meeting - Introduce Transportation Starfall.com: Math, Counting Songs Teacher Guide p. 104 - Math Center</p>

<ul style="list-style-type: none"> Count out a specified number of objects from a set of 10 or fewer objects when asked. Identify written numerals 1-10 in the everyday environment. With prompting and support, match a number of objects with the correct written numeral from 0 – 10. Compare sets of objects using same/different and more/less/fewer. Identify an object's or person's position as first or last. 	<p>Teacher Guide p. 132 - Small Group & Exploration</p> <p>Teacher Guide p. 152 - Math Center Teacher Guide p. 348 - Math Center Teacher Guide p. 370 - Math Center</p> <p>Teacher Guide p. 34 - Circle Time “There’s a Neat Little Clock” Teacher Guide pp. 157 -158 Morning Meeting- Dialing 9-1-1 Teacher Guide p. 203 Dramatic Play Center Teacher Guide p. 180 - Math Center Teacher Guide p. 416 - Math Center Teacher Guide p. 549 Morning Meeting-Graph Favorite Fruits and Vegetables Teacher Guide p. 491 - Small Group & Exploration</p> <p>Teacher Guide p. 355 Morning Meeting- Warm Up Your Brain Teacher Guide p. 168 - Gathering</p>
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Cognitive Development and General Knowledge: CM 2 (Four-year-olds)

Subdomain: Mathematics	
Standard CM 2: Understand basic patterns, concepts, and operations.	
CM 2 Indicators:	
<ul style="list-style-type: none"> Recognize, copy, and extend patterns. Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. 	<p>Teacher Guide p. 488 Math Center Teacher Guide p. 565 Morning Meeting - Create Patterns</p> <p>Teacher Guide p. 383 Morning Meeting - Review Pets, Farm Animals, and Wild Animals Teacher Guide Seasonal Holidays p. 11 - Apple Sort</p> <p>Teacher Guide p. 373 Small Group & Exploration Teacher Guide Seasonal Holidays p. 27 Chinese Abacus Teacher Guide p. 528 Morning Meeting - Learn About Pennies and Dimes</p> <p>Teacher Guide p. 208 Small Group & Exploration</p>

<ul style="list-style-type: none"> Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. 	Teacher Guide p. 469 Small Group & Exploration Teacher Guide p. 524 Small Group & Exploration
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Cognitive Development and General Knowledge: CM 3 (Four-year-olds)

Subdomain: Mathematics	
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
CM 3 Indicators:	
<ul style="list-style-type: none"> Describe measurable attributes (length and weight) of objects and materials, using comparative words. Put up to six objects in order by length (seriate). Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). 	Teacher Guide p. 446 Small Group & Exploration Teacher Guide p. 523 Story Time Teacher Guide p. 520 Small Group & Exploration Teacher Guide p. 309 Small Group & Exploration (Rockets) Teacher Guide p. 442 Math Center Teacher Guide p. 218 Order and Compare Short to Tall Teacher Guide p. 513 Construction Center Teacher Guide p. 268 Story Time Teacher Guide p. 536 Math Center Teacher Guide p. 520 Small Group & Exploration

Cognitive Development and General Knowledge: CM 4 (Four-year-olds)

Subdomain: Mathematics	
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.	
CM 4 Indicators:	
<ul style="list-style-type: none"> Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). 	Teacher Guide pp. 66-67 - Circle Time Teacher Guide p. 311 - Small Group & Exploration Teacher Guide p. 66-67 Circle Time Teacher Guide p. 40 - Circle Time

<ul style="list-style-type: none"> • Copy or replicate one or two-dimensional shapes using a variety of materials. • Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). • Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. 	<p>Teacher Guide p. 77 - Discovery Center Teacher Guide p. 142 - Small Group & Exploration</p> <p>Teacher Guide p. 77 - Construction Center Teacher Guide p. 51 - Construction Center</p> <p>Teacher Guide p. 335 - Small Group & Exploration Teacher Guide p. 442 - Math Center</p>
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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Science

Cognitive Development and General Knowledge: CS 1 (Four-year-olds)

Subdomain: Science	
Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
CS 1 Indicators:	
<ul style="list-style-type: none"> • Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. • Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. • Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. • Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about 	<p>Teacher Guide p. 181 - Morning Meeting-The Five Senses Teacher Guide p. 183 - Story Time Teacher Guide p. 195 - Morning Meeting-Use Your Senses: What’s In the Bag?</p> <p>Teacher Guide p. 52 - Discovery Center Teacher Guide p. 256 - Discovery Center</p> <p>Teacher Guide pp. 263- 264 - Morning Meeting-Weather: Cause and Effect Teacher Guide Seasonal Holidays p. 46 - Pollution Pond Teacher Guide p. 442 - Discovery Center</p> <p>Teacher Guide p. 129 - Gathering</p>

<p>living creatures, objects, materials and changes observed in the environment.</p> <ul style="list-style-type: none"> • Conduct simple scientific experiments. • Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. • With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). 	<p>Teacher Guide p. 406 - Small Group & Exploration</p> <p>Teacher Guide p. 542 - Story Time Teacher Guide p. 279 - Morning Meeting- Day and Night</p> <p>Teacher Guide p. 266 - Morning Meeting- “Will the Wind Blow?” Graph Teacher Guide p. 406 - Small Group & Exploration</p> <p>Teacher Guide p. 562 Morning Meeting - Introduce the Butterfly Life Cycle Teacher Guide p. 260 - Morning Meeting-How Clouds are Formed</p>
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Cognitive Development and General Knowledge: CS 2 (Four-year-olds)

Subdomain: Science	
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).	
CS 2 Indicators:	
<ul style="list-style-type: none"> • With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). • Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). 	<p>Teacher Guide p. 260 - Morning Meeting-How Clouds are Formed Teacher Guide p. 263 - Morning Meeting- Weather: Cause and Effect Teacher Guide p. 359 Morning Meeting - Milk a Cow Teacher Guide Seasonal Holidays p. 23 - Ice Melting Chart</p> <p>Teacher Guide p. 467 - Morning Meeting- Build a House Teacher Guide p. 475 - Small Group & Exploration</p> <p>Teacher Guide p. 307 Morning Meeting - The Stars</p>

<ul style="list-style-type: none"> • Explore and describe sources of energy such as lights, bells and other sources of sound. • Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. 	<p>Teacher Guide Seasonal Holidays p. 40 - Ping Pong Game Teacher Guide Seasonal Holidays p. 34 - African Drum</p> <p>Teacher Guide p. 476 - Morning Meeting- Estimate Rolling Speed Teacher Guide p. 473 - Big Machines</p>
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Cognitive Development and General Knowledge: CS 3 (Four-year-olds)

Subdomain: Science	
Standard CS 3: Acquire scientific knowledge related to life sciences (properties of living things).	
CS 3 Indicators:	
<ul style="list-style-type: none"> • Explore, observe, and describe a variety of living creatures and plants. • Classify living creatures and plants into categories according to at least one characteristic. • Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). • Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). • Describe plants' and living creatures' life cycles. • Use basic vocabulary to name and describe plants and living creatures. 	<p>Teacher Guide p. 371 Morning Meeting - Wild Animals Teacher Guide p. 543 - Morning Meeting- Carrot Experiment</p> <p>Teacher Guide p. 383 Morning Meeting- Review Pets, Farm Animals, and Wild Animals Teacher Guide p. 349 Morning Meeting- Farm Animals</p> <p>Teacher Guide p. 539 - Small Group & Exploration- Plant Seeds Teacher Guide Pre K Read Me First p. 10 - Responsibility/Job Chart</p> <p>Teacher Guide p. 325 - Dramatic Play Center Teacher Guide p. 338 Morning Meeting- A Pet for Gingerbread Boy</p> <p>Teacher Guide p. 562 and p. 567 Morning Meeting- Introduce the Butterfly Life Cycle, Create the Butterfly Life Cycle Teacher Guide p. 537 - Morning Meeting- Seeds Teacher Guide p. 518 - Morning Meeting- Learn About Life Cycles</p> <p>Teacher Guide pp. 542-543 Story Time/ Morning Meeting - Carrot Experiment</p>

<ul style="list-style-type: none"> • Use basic vocabulary to describe similarities and differences between living creatures and plants. 	<p>Teacher Guide p. 525 Morning Meeting- Determine Living and Nonliving</p> <p>Teacher Guide p. 521 Morning Meeting- Characteristics of Living Things</p> <p>Teacher Guide p. 526 - Story Time</p>
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Cognitive Development and General Knowledge: CS 4 (Four-year-olds)

Subdomain: Science	
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
CS 4 Indicators:	
<ul style="list-style-type: none"> • Compare, and contrast seasonal changes where they live. • Describe the types of clothing needed for different seasons. • Describe the current weather and how weather conditions can change from day to day. • Describe major features of the earth and sky, and how they change from night to day. 	<p>Teacher Guide p. 285 - Morning Meeting-Patterns: Day/Night and Seasons</p> <p>Teacher Guide p. 291 - Morning Meeting- “My Favorite Seasons” Chart</p> <p>Teacher Guide p. 277 - Dramatic Play Center</p> <p>Teacher Guide Seasonal Holidays p. 39 - Four Seasons</p> <p>Teacher Guide Seasonal Holidays p. 7 - Season Dress Up</p> <p>Teacher Guide p. 33 - Gathering</p> <p>Teacher Guide p. 15 Morning Meeting - Introduce the Weather</p> <p>Teacher Guide pp. 279 - 280 - Morning Meeting- Day and Night</p> <p>Teacher Guide p. 307 - Morning Meeting-The Stars</p>

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: Social Studies

Cognitive Development and General Knowledge: CCS 1 (Four-year-olds)

Subdomain: Social Studies	
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.	
CSS 1 Indicators:	

<ul style="list-style-type: none"> Describe events, activities, and people from the past using appropriate vocabulary. Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). 	<p>Teacher Guide Seasonal Holidays p.18 - Thanksgiving Teacher Guide Winter Holidays p. 34 - African Music</p> <p>Teacher Guide p. 119 Morning Meeting- Sharing Family Pictures Teacher Guide p. 568 Morning Meeting - Look What We've Learned</p>
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Cognitive Development and General Knowledge: CCS 2 (Four-year-olds)

Subdomain: Social Studies	
Standard CSS 2: Describe people, events, and symbols of the past and present.	
CSS 2 Indicators:	
<ul style="list-style-type: none"> Identify similarities/differences between students, their families, and classroom members with those of the past. Identify and name some local, state, and national symbols. Describe familiar elements of the local community and culture. Describe local, state, and national, cultural events, celebrations, and holidays. 	<p>Teacher Guide pp. 105 - 106 Morning Meeting- Introduce Grandmother Teacher Guide p. 163 - Story Time Teacher Guide p. 135 - Story Time</p> <p><i>Starfall.com</i> -Talking Library: I Am Your Flag <i>Starfall.com</i> -Talking Library: America the Beautiful Teacher Guide p. 127 - Construction Center</p> <p>Teacher Guide pp. 153-154 - Morning Meeting- Firefighters Teacher Guide p. 129 - Morning Meeting- Introduce Neighbors and Community Teacher Guide - Seasonal Holidays</p>

Cognitive Development and General Knowledge: CCS 3 (Four-year-olds)

Subdomain: Social Studies	
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms	
CSS 3 Indicators:	
<ul style="list-style-type: none"> Demonstrate geographic knowledge of the geographic features of the classroom and community. 	<p>Teacher Guide pp. 133 - 134 - Morning Meeting-Where We Live Teacher Guide pp. 129-130 Morning Meeting- Introduce Neighbors and Community</p> <p>Teacher Guide p. 127 - Construction Center Teacher Guide p. 466 - Discovery Center</p>

<ul style="list-style-type: none"> • Create representations of places, landforms, and roads he/she has seen through drawings and play activities. • Recognize a globe/map as a representation of the earth. • Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). • With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. • Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). • Participate in daily clean-up activities. 	<p>Teacher Guide Seasonal Holidays p. 46 - Coffee Filter Planet Earth Teacher Guide p. 304 - The Solar System Teacher Guide p. 32 - Story Time</p> <p>Teacher Guide p. 472 - Small Group & Exploration <i>Starfall.com</i>- Backpack Bear’s Books: The Map</p> <p>Teacher Guide p. 139 - Small Group & Exploration Teacher Guide p. 376 - Small Group & Exploration Teacher Guide p. 268 - Small Group & Exploration</p> <p>Teacher Guide Seasonal Holidays p. 47 - Sorting Cans/Recycling <i>Starfall.com</i>- Holiday icon: “Every Day is Earth Day”, <i>I’m Reading</i>: Nonfiction, “It’s Earth Day Dear Dragon”</p> <p>Teacher Guide p. 9 - Learning Centers Teacher Guide p. 13 - Learning Centers</p>
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Cognitive Development and General Knowledge: CCS 4 (Four-year-olds)

Subdomain: Social Studies	
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.	
CSS 4 Indicators:	
<ul style="list-style-type: none"> • Explore music, dance, dress, foods, and traditions of own family and other cultures. • Discuss shelters/homes in various geographic regions. 	<p>Teacher Guide Seasonal Holidays p.26 - Chinese Ribbon Dance Teacher Guide Seasonal Holidays p. 51 - Mexican Hat Dance</p> <p>Teacher Guide p. 127 - Construction Center Teacher Guide p. 133 Morning Meeting - Where We Live Teacher Guide p. 139 - Small Group & Exploration</p>

Cognitive Development and General Knowledge: CCS 5 (Four-year-olds)

Subdomain: Social Studies	
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
CSS 5 Indicators:	
<ul style="list-style-type: none"> ● Recognize their responsibility as a member of a family and classroom. ● Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). ● Follow rules that have been established. ● Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. ● Identify workers and their roles as citizens within the community. 	<p>Teacher Guide p. 54 - Circle Time Teacher Guide p.112 Morning Meeting- Helping Your Family</p> <p>Teacher Guide p. 157 - Gathering Teacher Guide p. 9 - Learning Centers</p> <p>Teacher Guide pp. 229-230 - Morning Meeting- Safety: Inside School and On the Playground Teacher Guide p. 233 - Morning Meeting- Safety: Taking a Walk, In a Car, Wheels, Wheels, Wheels</p> <p>Teacher Guide pp. 241-242 - Morning Meeting- Safety: Review Fire Safety and Introduce Strangers Teacher Guide p. 240 - Small Group & Exploration</p> <p>Teacher Guide pp. 153-154 - Morning Meeting- Firefighters Teacher Guide p. 165 - Morning Meeting- Community Helpers</p>

Cognitive Development and General Knowledge: CCS 6 (Four-year-olds)

Subdomain: Social Studies	
Standard CSS 6: Demonstrate an awareness of basic economic concepts.	
CSS 6 Indicators:	
<ul style="list-style-type: none"> ● Demonstrate awareness of the purpose of money through play activities. ● Demonstrate the role of buyers and sellers in play activities. 	<p>Teacher Guide p. 132 - Small Group & Exploration Teacher Guide p. 528 - Morning Meeting- Learn About Pennies and Nickels</p> <p>Teacher Guide p. 203 - Dramatic Play Center Teacher Guide p. 535 - Dramatic Play Center</p>

<ul style="list-style-type: none"> Participate in conversations about wants and needs. 	Teacher Guide Fall Holidays p. 18 - Thanksgiving Teacher Guide p. 203 - Dramatic Play Center
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LANGUAGE AND LITERACY DEVELOPMENT

Language and Literacy Development: LL 1 (Four-year-olds)

Subdomain: Speaking and Listening
Standard LL 1: Comprehend or understand and use language.
LL 1 Indicators:

<ul style="list-style-type: none"> Listen and respond to questions about print read aloud or information presented orally or through other media including music and videos. Listen and respond attentively to conversations. With guidance and support from adults, follow agreed upon rules for discussion (e.g., listening to others, and taking turns speaking about topics and print under discussion). Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. Ask questions about a specific topic, activity, and/or text read aloud. 	Teacher Guide p. 107-108 - Story Time Teacher Guide pp. 356 - 357 Story Time <i>Starfall.com</i> - It's Fun to Read: Music, Talking Library Teacher Guide p. 92 Morning Meeting- "Where Are the Colors?" Teacher Guide p. 135 - Story Time Teacher Guide p. 69 - Morning Meeting- Review Rules Teacher Guide p. 114 - Story Time Teacher Guide p. 38 - Story Time Teacher Guide p. 30 Morning Meeting- Finish the Rhyme Teacher Guide p. 71 - Story Time Teacher Guide p. 22 - Learning Centers Teacher Guide p. 53 Morning Meeting - The Friendship Ball Teacher Guide p. 12 Morning Meeting- Introduce Nursery Rhymes Teacher Guide p. 21 - Story Time
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Language and Literacy Development: LL 2 (Four-year-olds)

Subdomain: Language
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary..

LL 2 Indicators:

<ul style="list-style-type: none"> • Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. • Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. 	<p>Teacher Guide p. 236 - Small Group & Exploration Teacher Guide p. 335 - Small Group & Exploration Teacher Guide p. 303 - Story Time Teacher Guide p. 401 - Morning Meeting- Introduce Ocean Animals</p>
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Language and Literacy Development: LL 3 (Four-year-olds)**Subdomain: Reading: Literature and Information in Print****Standard LL 3:** Develop an interest in books and their characteristics.**LL 3 Indicators:**

<ul style="list-style-type: none"> • Demonstrates how books are read, such as front-to-back and one page at a time. • With prompting and support, describe the role of the author and illustrator of a text. 	<p>Teacher Guide p. 67 - Story Time Teacher Guide p. 84 - Story Time</p> <p>Teacher Guide pp. 328 - 329 - Story Time Teacher Guide p. 163 - Story Time</p>
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Language and Literacy Development: LL 4 (Four-year-olds)**Subdomain: Reading: Literature and Information in Print****Standard LL 4:** Comprehend stories and information from books and other print materials.**LL 4 Indicators:**

<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about print that is read aloud. • With prompting and support, retell parts of a favorite story in sequence (first, next, and last). • With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. • With prompting and support, ask and 	<p>Teacher Guide pp. 80- 81 - Story Time Teacher Guide pp. 107-108 - Story Time</p> <p>Teacher Guide p. 235 - Story Time Teacher Guide p. 449 - Story Time</p> <p>Teacher Guide p. 142 - Story Time Teacher Guide p. 220- Story Time</p> <p>Teacher Guide p. 259 - Small Group & Exploration</p>
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<p>answer questions about unknown words in a text read aloud.</p> <ul style="list-style-type: none"> • Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. • Recognize that texts can be stories (make-believe) or real (give information). • With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. • With prompting and support, discuss basic similarities and differences in print read aloud, including characters, setting, events, and ideas. • Based on the title and/or pictures/illustrations, predict what might happen in a story before it is read. 	<p>Teacher Guide p. 455 - Story Time</p> <p>Teacher Guide p. 355 - Morning Meeting- Introduce <i>The Story of Milk</i> Teacher Guide p. 361 - Small Group & Exploration Teacher Guide p. 306 - Story Time Teacher Guide p. 163 - Story Time</p> <p>Teacher Guide p. 494 - Story Time Teacher Guide p. 445 - Story Time</p> <p>Teacher Guide p. 452 - Story Time Teacher Guide p. 118 - Story Time</p> <p>Teacher Guide pp. 356-357 - Story Time Teacher Guide p. 259 - Small Group & Exploration</p>
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Language and Literacy Development: LL 5 (Four-year-olds)

Subdomain: Reading: Foundational Skills
Standard LL 5: Demonstrate understanding of the organization and basic features of print.
LL 5 Indicators:

<ul style="list-style-type: none"> • With prompting and support, demonstrate that print is read left to right and top to bottom. • With limited guidance, track across a page or along printed words from top to bottom and left to right. • With prompting and support, identify own first name in print among two to three other names, point to printed name when asked. • With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). 	<p>Teacher Guide p. 84 - Story Time Teacher Guide p. 277 - Library Center</p> <p><i>Starfall.com</i> - "I'm Reading" Teacher Guide p. 277 - Library Center Teacher Guide p. 557 - Library Center</p> <p>Teacher Guide p. 30 - Gathering Teacher Guide p. 18 - Gathering</p> <p>Teacher Guide p. 588 Circle Time - Identify Upper and Lowercase Letters Teacher Guide p. 519 Circle Time - Introduce Gg</p>
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<ul style="list-style-type: none"> Name at least 26 of the 52 upper- and/or lower-case letters of the alphabet. 	<p>Teacher Guide p. 572 Circle Time-Match Alphabet Letters Teacher Guide p. 593 Circle Time-Alphabet Hunt</p>
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Language and Literacy Development: LL 6 (Four-year-olds)

<p>Subdomain: Reading: Foundational Skills</p>
<p>Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).</p>
<p>LL 6 Indicators:</p>

<ul style="list-style-type: none"> With prompting and support, recognize and produce rhyming words. With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. With prompting and support, orally blend onset and rime in single syllable spoken words. Repeat alliteration during word play in order to recognize words with a common (first) sound. 	<p>Teacher Guide p. 431 Circle Time - Phonological Awareness-Rhyming Words Teacher Guide p. 339 Circle Time-Phonological Awareness-Rhyming Words</p> <p>Teacher Guide p. 477 Circle Time - Phonemic Awareness - Blending Teacher Guide p. 474 Circle Time -Phonological Awareness: Syllables in Words</p> <p>Teacher Guide p. 444 Circle Time-Phonological Awareness - Blending Onset and Rime Teacher Guide p. 402 Circle Time-Phonological Awareness - Onset and Rime</p> <p>Teacher Guide pp. 106 - 107 Circle Time - Introduce /b/ Teacher Guide pp. 130 - 131 Circle Time - Introduce /t/</p>
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Language and Literacy Development: LL 7 (Four-year-olds)

<p>Subdomain: Writing</p>
<p>Standard LL 7: Develop familiarity with writing instruments, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>
<p>LL 7 Indicators:</p>

<ul style="list-style-type: none"> Use a variety of writing tools in an appropriate manner showing increasing muscular control. 	<p>Teacher Guide p. 51 - Writing Center Teacher Guide p. 299 - Writing Center Teacher Guide p. 416 - Writing Center</p>
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<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. • With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools e.g., learning games). 	<p>Teacher Guide p. 85 - Small Group & Exploration Teacher Guide p. 111 - Small Group & Exploration Teacher Guide p. 310 - Morning Meeting - Class Story</p> <p>Teacher Guide p. 50 - Computer Center Teacher Guide p. 226 - Computer Center Teacher Guide p. 414 - Computer Center</p>
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PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Physical Well-Being and Motor Development: PM 1

Subdomain: Motor Skills and Physical Fitness
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.
PM 1 Indicators:

<ul style="list-style-type: none"> • Use the whole body for balance and motor control when walking, jumping, throwing, and climbing. • Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. 	<p>Teacher Guide Seasonal Holidays p. 12 Apple Toss Teacher Guide p. 387 - Outside Activity</p> <p>Teacher Guide p. 147 - Outside Activity Teacher Guide p. 99 - Outside Activity</p>
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Physical Well-Being and Motor Development: PM 2

Subdomain: Motor Skills and Physical Fitness
Standard PM 2: Develop small muscle control and coordination.
PM 2 Indicators:

<ul style="list-style-type: none"> • Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. • Coordinate eye and hand movement to 	<p>Teacher Guide p. 17 - Small Group & Exploration Teacher Guide p. 51 - Construction Center</p> <p>Teacher Guide p. 150 - Art Center</p>
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perform complex tasks (e.g., dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).	Teacher Guide p. 203 - Construction Center Teacher Guide p. 204 - Discovery Center Teacher Guide p. 391 - Dramatic Play Center
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Physical Well-Being and Motor Development: PM 3

Subdomain: Motor Skills and Physical Fitness
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.
PM 3 Indicators:

<ul style="list-style-type: none"> Indicate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking, or throwing a ball). 	Teacher Guide p. 73 - Outside Activity Teacher Guide p. 140 Morning Meeting- Warm Up Your Brain Teacher Guide p. 260 Morning Meeting-Warm Up Your Brain Teacher Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher Guide p. 321 - Outside Activity
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Physical Well-Being and Motor Development: PM 4

Subdomain: Health and Hygiene
Standard PM 4: Develop appropriate health and hygiene skills.
PM 4 Indicators:

<ul style="list-style-type: none"> Identify different foods and the corresponding food group according to "My Plate." Give a simple explanation as to why a particular food is healthy or unhealthy. Exhibit good hygiene habits and manage age appropriate personal care 	Teacher Guide p. 204 - Writing Center Teacher Guide p. 211 - Story Time Teacher Guide p. 211 - Small Group & Exploration Teacher Guide p. 209 Morning Meeting- Categorizing Healthy and Unhealthy Teacher Guide p. 204 - Writing Center Teacher Guide pp. 205-206 Morning Meeting- Let's Stay Healthy
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<p>routines on own.</p> <ul style="list-style-type: none"> • Get sufficient sleep and rest to support healthy development of their body. 	<p>Teacher Guide pp. 212-213 Morning Meeting- Let's Stay Healthy: Germs</p> <p>Teacher Guide p. 215 Morning Meeting- Let's Stay Healthy: Sleep and Water</p> <p>Teacher Guide pp. 205-206 Morning Meeting- Let's Stay Healthy</p>
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Physical Well-Being and Motor Development: PM 5

Subdomain: Safety
Standard PM 5: Demonstrate safe behaviors
PM 5 Indicators:

<ul style="list-style-type: none"> • Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. • Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). 	<p>Teacher Guide p. 241 Morning Meeting-Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i></p> <p>Teacher Guide p. 157-158 Morning meeting- Dialing 9-1-1</p> <p>Teacher Guide p. 229 Morning Meeting-Safety: Inside School and On the Playground</p> <p>Teacher Guide p.233 Morning Meeting- Safety: Taking a Walk, In a Car, and Wheels, Wheels, Wheels</p> <p>Teacher Guide pp. 237-238 Morning Meeting-Safety: Tub and Shower and At the Pool</p>
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SOCIAL - EMOTIONAL DEVELOPMENT

Social - Emotional Development: SE:1

Subdomain: Social Relationships
Standard SE 1: Develop healthy relationships and interactions with peers and adults.
SE 1 Indicators:

<ul style="list-style-type: none"> • Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). • Express empathy and sympathy for others. • Demonstrate understanding of how one's words and actions affect others. 	<p>Teacher Guide p. pp. 58-59 - Circle Time</p> <p>Teacher Guide p. 70 - Circle Time</p> <p>Teacher Guide p. 165 Morning Meeting-Partner Share</p> <p>Teacher Guide p. 107 - Story Time</p> <p>Teacher Guide p. 109 - Morning Meeting - Did Little Red Hen do the Right Thing?</p> <p>Teacher Guide p. 239 - Story Time</p> <p>Teacher Guide p. 19 - Learning Centers</p>
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<ul style="list-style-type: none"> • Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). • Play cooperatively with small group of peers for a sustained time. • Demonstrate cooperation with peers by sharing, taking turns, etc. • Resolve conflict with peers on their own sometimes. • Seek help from adults when in conflict with peer, if needed. • Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. • Develop and maintain positive relationships with peers. 	<p>Teacher Guide p. 112 Morning Meeting-Helping Your Family</p> <p>Teacher Guide Seasonal Holidays pp. 26-27 Chinese New Year Teacher Guide Seasonal Holidays pp. 49-51 Cinco de Mayo Teacher Guide p. 486 - Library Center</p> <p>Teacher Guide p. 227 - Construction Center Teacher Guide p. 255 - Dramatic Play Center</p> <p>Teacher Guide p. 53 Morning Meeting- The Friendship Ball Teacher Guide p. 165 Morning Meeting- Partner Sharing</p> <p>Teacher Guide p. 228 - Discovery Center Teacher Guide p. 465 - Dramatic Play</p> <p>Teacher Guide p. 229 Morning Meeting-Safety: Inside School and on the Playground Teacher Guide p.</p> <p>Teacher Guide pp. 237 -238 Morning Meeting-Safety: Tub and Shower and At the Pool Teacher Guide pp. 241 - 242 Morning Meeting - Safety: Review Fire Safety and Introduce Strangers</p> <p>Teacher Guide p. 67 - Story Time Teacher Guide p. 70 - Circle Time</p>
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Social - Emotional Development: SE:2

<p>Subdomain: Self-Concept and Self-Efficacy</p>
<p>Standard SE 2: Develop positive self-identify and sense of belonging.</p>
<p>SE 2 Indicators:</p>

<ul style="list-style-type: none"> • Describe self, referring to characteristics, preferences, thoughts, and feelings. 	<p>Teacher Guide p. 13 - Circle Time Teacher Guide p. 111 Small Group & Exploration Teacher Guide p. 53 Morning Meeting - The Friendship Ball</p>
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Social - Emotional Development: SE:3

Subdomain: Self-Concept and Self-Efficacy
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
SE 3 Indicators:

<ul style="list-style-type: none"> • Demonstrate confidence in range of abilities and express pride in accomplishments. • Attempt new experiences with confidence. • Make choices or decisions from a range of options. 	<p>Teacher Guide p. 464 - Art Center Teacher Guide p. 226 - Art Center</p> <p>Teacher Guide p. 70 - Circle Time Teacher Guide p. 68 - Small Group & Exploration</p> <p>Teacher Guide p. 415 - Construction Center Teacher Guide p. 464 - Computer Center Teacher Guide p. 449 - Small Group & Exploration</p>
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Social - Emotional Development: SE:4

Subdomain: Self-Regulation
Standard SE 4: Regulate own emotions and behavior.
SE 4 Indicators:

<ul style="list-style-type: none"> • Recognize and accurately label the feelings of self. • Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. 	<p>Teacher Guide p. 397 Morning Meeting- Ways People Feel Teacher Guide p. 13 - Circle Time</p> <p>Teacher Guide pp. 398-399 Morning Meeting-Ways People Feel Teacher Guide p. 465 - Dramatic Play Center</p>
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Social - Emotional Development: SE:5

Subdomain: Self-Regulation
Standard SE 5: Regulate attention, impulses, and behavior.
SE 5 Indicators:

<ul style="list-style-type: none"> • Follow rules and routines and adapt to changes in rules and routines. 	<p>Teacher Guide p. 54 - Circle Time Teacher Guide pp. 58 - 59 - Circle Time</p>
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<ul style="list-style-type: none"> • Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require support and guidance. • With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). 	<p>Teacher Guide p. 165 Morning Meeting- Partner Sharing Teacher Guide p. 135 - Story Time</p> <p>Teacher Guide Seasonal Holidays p. 12 Pass the Apple Teacher Guide p. 259 - Story Time Teacher Guide p. 55 - Story Time</p>
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*The standards in this document were copied directly from Louisiana’s Early Learning and Development Standards (ELDS).

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.