

Alignment of







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State			
ID	State Text	Investigation Day	Time of Day
	Three-Year-Olds		
	Scientific Method and Inquiry		
	Engage in simple investigations.		
	With guidance and support, identify materials by te	xture	
1	(e.g., smooth/rough, soft/hard).	Balls / Exploring the Topic / Day 2	Small Group
		Balls / What are balls made of? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What can we do with parts of trees? / Day 4	Small Group
		Balls / What are balls made of? / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Mighty Minutes
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / Who lives in trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Small Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 5	Small Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / How is cloth made? / Day 3	Large Group
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
2	With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Choice Time
		Balls / What are balls made of? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group
		Balls / What are balls made of? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Exploring the Topic / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group
		Beginning the Year / What names do we need to know at school? / Day 4	Mighty Minutes
		Balls / Exploring the Topic / Day 4	Choice Time
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
טו		nning the Year / What sounds do we hear at school?	Time of Day
		e do they come from? / Day 5	Read Aloud
		/ Do all balls bounce? / Day 2	Choice Time
		ings / Exploring the Topic / Day 4	Choice Time
	Duliu	ings / Exploring the Topic / Day 4	Choice Time
	Build	ings / Exploring the Topic / Day 4	Large Group Roundup
	Balls	/ Do all balls bounce? / Day 2	Large Group Roundup
	Balls	/ Do all balls bounce? / Day 3	Large Group
		/ Do all balls bounce? / Day 3	Choice Time
		ings / What do the buildings in our neighborhood and in	
	other	places look like? / Day 5	Large Group
		ings / Who builds buildings? What tools do they use? / Day	
	5		Choice Time
	Balls	/ Do all balls roll? / Day 1	Large Group
		ings / What are buildings made of? What makes them	
		g? / Day 3	Large Group
		ings / What are buildings made of? What makes them	
		g? / Day 3	Large Group Roundup
		ings / What are buildings made of? What makes them	
		g? / Day 4	Large Group
		ings / What are buildings made of? What makes them	
		g? / Day 4	Choice Time
		/ Do all balls roll? / Day 1	Small Group
		,	'
	Build	ings / What is special about our building? / Day 1	Large Group Roundup
		/ Do all balls roll? / Day 2	Choice Time
		ings / Celebrating Learning / Day 2	Read Aloud
		s / Exploring the Topic / Day 2	Large Group
		s / Exploring the Topic / Day 3	Choice Time
		/ Do all balls roll? / Day 3	Choice Time
		s / Exploring the Topic / Day 4	Choice Time
		s / What are the characteristics of the trees in our	
		nunity? / Day 4	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / How do trees change? / Day 5	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 3	Small Group
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / How is cloth made? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
		Balls / What are balls made of? / Day 2	Large Group
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group
	With guidance and support, use a variety of simple tools		3×
3	to make investigations.	Balls / What are balls made of? / Day 4	Choice Time
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, work collaboratively with	Reduce, Reuse, Recycle / How do trash and garbage affect our	
4	others.	community? / Day 1	Choice Time
		Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Pollo / Do all hallo haupas? / Day 1	Lorgo Croup Boundup
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	L a mar O manus
		Where do they come from? / Day 4	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / What food comes from trees? / Day 5	Large Group
		Trees / Celebrating Learning / Day 1	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup

State	Thice and real old emiliaten		
ID	State Text	Investigation Day	Time of Day
10	Use the five senses to explore and	investigation bay	Time or Day
	-		
	investigate the environment.		
l_	With guidance and support, identify the body parts		
5	associated with the use of each of the five senses.		
	Physical Science		
	Develop awareness of observable		
	properties of objects and materials.		
	Begin to manipulate and explore a wide variety of		
1	objects and materials.	Balls / What are balls made of? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	3 1
		Where do they come from? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Balls / Do all balls roll? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Do all balls roll? / Day 2	Choice Time
		Trees / Exploring the Topic / Day 2	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
	With guidance and support, describe and compare		
	objects and materials by at least one observable		
	property (e.g., color, size, shape, weight, texture,		
2	temperature).	Balls / Exploring the Topic / Day 2	Small Group
		Balls / What are balls made of? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Balls / What are balls made of? / Day 3	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 4	Small Group
		Balls / What are balls made of? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Exploring the Topic / Day 4	Choice Time
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / Exploring the Topic / Day 2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / Exploring the Topic / Day 3	Small Group
		Buildings / Exploring the Topic / Day 4	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Mighty Minutes
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 2	Large Group
		Trees / Exploring the Topic / Day 2	Choice Time
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Choice Time
		Trees / Who lives in trees? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Small Group
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Small Group
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 4	Small Group
		Clothes / What are the features of clothes? / Day 5	Small Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 3	Small Group
		Clothes / How is cloth made? / Day 1	Large Group
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Balls / What are balls made of? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Choice Time
	With guidance and support, identify position and movement of people and objects (e.g., over, under, in,		
3	out, sink, float).	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Trees / How do trees change? / Day 0	Outdoor Experiences

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / How is cloth made? / Day 2	Large Group
	Life Science		
	Develop an awareness of living things.		
	With guidance and support, observe, explore, and		
	describe a variety of living things and where they live		
1	(e.g., plants, animals, people).	Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 3	Large Group
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / Who takes care of trees? / Day 4	Small Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 3	Large Group
		Trees / How do trees change? / Day 5	Large Group
	With guidance and support, describe individual		
2	characteristics of self, other living things and people.	Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Choice Time
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group

State ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 5	Large Group
	Earth Science		
	Develop an awareness of earth science		
	and space.		
	With guidance and support, describe weather changes		
	(e.g., rainy, windy, sunny, cloudy).	Clothes / Exploring the Topic / Day 2	Small Group
	Begin to identify objects in the sky (e.g., clouds, sun,	Buildings / Who builds buildings? What tools do they use? / Day	·
	moon, and stars).	0	Outdoor Experience
		Buildings / What are buildings made of? What makes them	
		strong? / Day 0	Outdoor Experience
	With guidance and support, collect, sort, identify, and		
	describe objects in the natural world (e.g., rocks, soil,		
	leaves).	Trees / Who lives in trees? / Day 0	Outdoor Experience
		Trees / Celebrating Learning / Day 0	Outdoor Experience
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
	T I I	Trees / Who lives in trees? / Day 3	Choice Time
	Technology		
	Identify and explore a variety of technology	/	
	tools.		
	With guidance and support, name and use appropriate		
	technology tools to gather or communicate information		
	(e.g., magnifying glass, telescope, microscope,		
1	computer, simple machines).	Buildings / Celebrating Learning / Day 1	Choice Time
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / Exploring the Topic / Day 2	Small Group
		Trees / Who takes care of trees? / Day 4	Small Group
		Trees / How do trees change? / Day 5	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	Four-Year-Olds		
	Scientific Method and Inquiry		
	Engage in simple investigations.		
	Make observations, make predictions, and ask		
1	questions about natural occurrences or events.	Reduce, Reuse, Recycle / What do people throw away? / Day 0	
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Balls / Do all balls roll? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group

State	•		
ID	State Text	Investigation Day	Time of Day
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Do all balls roll? / Day 2	Choice Time
		Trees / Exploring the Topic / Day 2	Large Group
 		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3 Reduce, Reuse, Recycle / How do trash and garbage affect our	Large Group
2	Describe, compare, sort and classify, and order objects.	community? / Day 3	Choice Time
		Balls / What are balls made of? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Exploring the Topic / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Mighty Minutes
		Balls / Exploring the Topic / Day 4	Choice Time
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Balls / Do all balls bounce? / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	Choice Time
		community? / Day 5	
		Trees / What food comes from trees? / Day 2	Large Group
		Trees / How do trees change? / Day 5	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / Exploring the Topic / Day 3	Small Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Large Group
		Clothes / How do people make clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	
		Balls / What are balls made of? / Day 2	Large Group
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group
	Use a variety of simple tools to make investigations	Reduce, Reuse, Recycle / Where does trash go? What do	
3	(e.g., use a magnifying glass to look at a bug).	workers do there? / Day 2	Choice Time
	Explore materials, objects, and events and notice cause		
4	and effect.	Balls / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Balls / What are balls made of? / Day 3	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Balls / What are balls made of? / Day 0	Outdoor Experiences
		Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 0 Trees / What are the characteristics of the trees in our	Outdoor Experiences
		community? / Day 0	Outdoor Experiences
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Exploring the Topic / Day 4	Choice Time
		Balls / Exploring the Topic / Day 4	Read Aloud
		Balls / Do all balls bounce? / Day 1	Large Group

State	Sur rear Gla Grillaren		
ID	State Text	Investigation Day	Time of Day
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Buildings / What is special about our building? / Day 3	Large Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / Exploring the Topic / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / Who lives in trees? / Day 1	Choice Time
		Trees / How do trees change? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Small Group
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Small Group
		Clothes / What are the features of clothes? / Day 5	Small Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 3	Small Group
		Clothes / Celebrating Learning / Day 2	Large Group
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time

State ID	State Toyl	Investigation Day	Time of Day
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Balls / What are balls made of? / Day 2	Large Group
	Describe and communicate observations, results, and	Dalle / Titlat are balle made of f / Bay 2	zargo oroap
5	ideas.	Balls / What are balls made of? / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	<u> </u>
		other places look like? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Balls / Do all balls roll? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	3 1
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	3- 3- 1- 1
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	3. 2. 2. 4
		strong? / Day 4	Large Group
		Buildings / What are buildings made of? What makes them	ge eresp
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Do all balls roll? / Day 2	Choice Time
		Trees / Exploring the Topic / Day 2	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
		Clothes / How is cloth made? / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	O
6	Work collaboratively with others.	community? / Day 1	Choice Time
		Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group

State	The dia our rear old offiliater		
ID	State Text	Investigation Day	Time of Day
ID	State Text	Buildings / What do the buildings in our neighborhood and in	Time of Day
		other places look like? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	ge ereap receive ap
		strong? / Day 5	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Large Group Roundup
		Trees / What food comes from trees? / Day 5	Large Group
		Trees / Celebrating Learning / Day 1	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
	Use the five senses to explore and investigate the environment.		
7	Name and identify the body parts associated with the use of each of the five senses.		
	Describe similarities and differences in the environment	Buildings / Who builds buildings? What tools do they use? / Day	
8	using the five senses.	0	Outdoor Experiences
		Buildings / What are buildings made of? What makes them strong? / Day 0	Outdoor Experiences
	Physical Science		
	Develop awareness of observable		
	properties of objects and materials.		
	Manipulate and explore a wide variety of objects and		
1	materials.	Balls / Exploring the Topic / Day 2	Choice Time
-		Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Balls / What are balls made of? / Day 3	Large Group

State	a rour rear old offinateri		
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How can we create less trash? / Da	у
		3	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What can we do with parts of trees? / Day 4	Small Group
		Balls / What are balls made of? / Day 0	Outdoor Experiences
		Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Exploring the Topic / Day 4	Choice Time
		Balls / Exploring the Topic / Day 4	Read Aloud
		Balls / Do all balls bounce? / Day 1	Large Group
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Small Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Mighty Minutes
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / Exploring the Topic / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / Who lives in trees? / Day 1	Choice Time
		Trees / How do trees change? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Small Group
		Trees / What can we do with parts of trees? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Small Group
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 5	Small Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 3	Small Group
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / How is cloth made? / Day 3	Large Group
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Balls / What are balls made of? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group
	Describe and compare objects and materials by		
	observable properties (e.g., color, size, shape, weight,		
2	texture, temperature).	Balls / What are balls made of? / Day 3	Large Group Roundup
		Balls / Exploring the Topic / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / Exploring the Topic / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 2	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 4	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Choice Time
	Identify position and movement of people and objects		
3	(e.g., over, under, in, out, sink, float).	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Trees / How do trees change? / Day 0	Outdoor Experiences
		Clothes / How is cloth made? / Day 2	Large Group

State ID	State Text	Investigation Day	Time of Day
10	Explore what happens to objects in relation to other	invostigation bay	Time of Buy
4	forces (e.g., throwing rocks, bouncing ball).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
	3 11 1, 11 1	Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 0	Outdoor Experiences
		Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Balls / Do all balls bounce? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Balls / Do all balls roll? / Day 1	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / What can we do with parts of trees? / Day 1	Small Group
	Life Science		
	Acquire scientific knowledge related to life science.		
	Name, describe, and distinguish plants, animals, and		
1	people by observable characteristics.	Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
		Trees / What are the characteristics of the trees in our community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our community? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	Choice Time
		community? / Day 3	Small Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / Who takes care of trees? / Day 4	Small Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 3	Large Group
		Trees / How do trees change? / Day 5	Large Group
2	Describe plant, animal, and human life cycles.	Trees / Who takes care of trees? / Day 3	Large Group
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 3	Large Group
		Trees / How do trees change? / Day 5	Large Group
3	Describe the needs of living things.	Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 3	Large Group
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 3	Large Group
		Trees / How do trees change? / Day 5	Large Group
	Compare and contrast characteristics of living and	Trees / What are the characteristics of the trees in our	
4	nonliving things.	community? / Day 0	Outdoor Experiences
		Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / Exploring the Topic / Day 2	Choice Time
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 3	Large Group
		Trees / How do trees change? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / How do trees change? / Day 3	Large Group
		Trees / How do trees change? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 2	Small Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
	Earth Science		
	Apply scientific knowledge related to earth		
	science and space.		
	Describe daily weather changes and seasonal patterns		
	using weather vocabulary (e.g., hot, cold, warm, sunny,		
1	cloudy).	Clothes / Exploring the Topic / Day 2	Small Group
	Identify characteristics of the clouds, sun, moon, and	Buildings / Who builds buildings? What tools do they use? / Day	
2	stars.	0	Outdoor Experiences
		Buildings / What are buildings made of? What makes them	
		strong? / Day 0	Outdoor Experiences
	Collect, sort, identify, and describe natural objects in the		0 (4 =
3	natural world (e.g., rocks, soil, leaves).	community? / Day 0	Outdoor Experiences
		Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / Exploring the Topic / Day 2	Choice Time
		Trees / Exploring the Topic / Day 3 Trees / What are the characteristics of the trees in our	Choice Time
			Lorgo Croup
		community? / Day 3 Trees / Who lives in trees? / Day 2	Large Group Large Group
		Trees / Who lives in trees? / Day 2 Trees / Who takes care of trees? / Day 1	Large Group
	Tachnology	TICES / WITH LAKES CATE OF LICES! / Day I	Large Group
	Technology		
	Identify and explore a variety of technology		
	tools.		

State ID	State Text	Investigation Day	Time of Day
	Use appropriate technology tools (e.g., magnifying	g,	
	glass, telescope, microscope, computer, simple		
	machines) to explore objects and/or to discover new		
	information.	Balls / What are balls made of? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	Use technology tools to gather and/or communicate	Beginning the Year / How do we make and keep friends? How	
	information.	can we be part of a group? / Day 1	Small Group
		Buildings / Celebrating Learning / Day 1	Choice Time
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / Exploring the Topic / Day 2	Small Group
		Trees / Who takes care of trees? / Day 4	Small Group
		Trees / How do trees change? / Day 5	Choice Time
	With prompting and support, invent and construct		
	simple objects or structures using technology tools.	Buildings / Celebrating Learning / Day 1	Choice Time
	Three-Year-Olds		
	Family and Community		
	Understand self in relation to the family		
	and the community.		
	Begin to identify self as a member of a family, the	Beginning the Year / What names do we need to know at	
	learning community, and local community.	school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 4	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / Celebrating Learning / Day 1	Read Aloud
	With guidance and support, identify similarities and		
2	differences in people.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Mighty Minutes
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
	With guidance and support, describe some family		
3	traditions.	Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 4	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud
	With guidance and support, identify some similarities and differences in family structure, culture, ability,		
4	language, age, and gender.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Mighty Minutes

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
	Understand the concept of individual		
	rights and responsibilities.		
	With guidance and support, demonstrate responsible	Beginning the Year / What names do we need to know at	
5	behavior related to daily routines.	school? / Day 0	Outdoor Experiences
<u> </u>	behavior related to daily routines.	Beginning the Year / What names do we need to know at	Outdoor Experiences
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	Choice fillie
		school? / Day 1	Small Group
		School: / Day 1	Small Group
		Paginning the Veer / When do things hannon at school? / Day 2	Lorgo Croup
	With guidance and support, explain some rules in the	Beginning the Year / When do things happen at school? / Day 3	Large Group
c	home and in the classroom.		
6	nome and in the classicom.	Beginning the Year / What names do we need to know at	
•	Identify some rules for different acttings	school? / Day 0	Outdoor Experiences
а	Identify some rules for different settings.		Outdoor Experiences
		Beginning the Year / What names do we need to know at	Chaine Time
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	0
		school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Large Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
	Identify appropriate choices to promote positive	Reduce, Reuse, Recycle / How do trash and garbage affect our	
b	interactions.	community? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	With guidance and support, identify some community members (e.g., parents, teachers, principals/directors,		
7	community helpers).	Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	•
		Balls / Who uses balls? / Day 5	Large Group
	With guidance and support, identify some positive		
	character traits of self and others (e.g., respectful, kind,		
8	fair, friendly).	Clothes / How do people make clothes? / Day 4	Read Aloud
	With guidance and support, describe a simple	Reduce, Reuse, Recycle / How do trash and garbage affect our	
9	sequence of familiar events.	community? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / Celebrating Learning / Day 2	Choice Time
		Balls / Exploring the Topic / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 2	Large Group
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	Lorgo Croup Boundup
		other places look like? / Day 1 Buildings / What do the buildings in our neighborhood and in	Large Group Roundup
		other places look like? / Day 2	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		Buildings / Who builds buildings? What took do thou was? / Dow	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group Roundup
		Buildings / What are buildings made of? What makes them	_a.go Croap Roundap
		strong? / Day 5	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Buildings / Celebrating Learning / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 2 Buildings / Celebrating Learning / Day 2	Large Group Roundup Choice Time
		Trees / Exploring the Topic / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 2	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 2	Large Group Roundup
		Balls / Do all balls roll? / Day 3	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 4	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group Roundup
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 2	Large Group Roundup
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 2	Large Group Roundup
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup

tate ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundu
		Clothes / What special clothes do people wear for work? / Day 2	Large Group Roundu
		Clothes / What special clothes do people wear for work? / Day 3	Large Group Roundu
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundu
		Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundu
		Clothes / What other special clothes do people wear? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundu
		Clothes / What other special clothes do people wear? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundu
		Balls / Who uses balls? / Day 5	Large Group Roundu
		Clothes / Celebrating Learning / Day 1	Large Group Roundu
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group Roundu
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group Roundu
		Balls / What are balls made of? / Day 1	Large Group Roundu
	Our World		
	Understand the importance of people, resources, and the environment.		

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, treat classroom materials		
1	and belongings of others with care.	Trees / What can we do with parts of trees? / Day 4	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
	With guidence and current identify leastion and come		
2	With guidance and support, identify location and some physical features of familiar places in the environment.	Paginning the Veer / Whe works at our asheel? / Day ?	Read Aloud
2	physical realures of familiar places in the environment.	Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 3	Small Group
		Buildings / What do the buildings in our neighborhood and in	L a mar O manua
		other places look like? / Day 1	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / What is special about our building? / Day 1	Large Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, use money in pretend play		
	in order to set in motion an understanding of the role		
	money plays in the environment (e.g., play store or	Reduce, Reuse, Recycle / How can we create less trash? / Day	
3	restaurant).	2	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Large Group
	Begin to use a variety of technology tools (e.g.,		
	telephone, cash register, computer), either real or	Beginning the Year / What names do we need to know at	
4	pretend, that affect daily life interactions and activities.	school? / Day 3	Small Group
	,	Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Small Group
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / Exploring the Topic / Day 2	Small Group
		Trees / Who takes care of trees? / Day 4	Small Group
		Trees / How do trees change? / Day 5	Choice Time
	With guidance and support, begin to understand the		
	role that people play in caring for the environment (e.g.,		
	recycling, keeping the environment clean, conserving	Reduce, Reuse, Recycle / How do trash and garbage affect our	
5	water).	community? / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Who takes care of trees? / Day 4	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
	History and Events		
	Understand events that happened in the		
	past.		
1	With guidance and support, describe a simple series of familiar events.	Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
•	Tarrinar everte.	Sonoon: 7 Day 0	Trodd Friedd
		Beginning the Year / When do things happen at school? / Day 3	
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
	With guidance and support, begin to understand events		
2	that happened in the past.	Beginning the Year / What are our rules? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 4	Read Aloud
	Four-Year-Olds		
	Family and Community		
	Understand self in relation to the family		
	and the community.		
	Identify self as a member of a family, the learning	Beginning the Year / What names do we need to know at	5
1	community, and local community.	school? / Day 2	Read Aloud
ı		Beginning the Year / What names do we need to know at school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 4	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
			0 "0
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / Celebrating Learning / Day 1	Read Aloud
	With prompting and support, identify similarities and		
2	differences in people.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Mighty Minutes
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
	With prompting and support, describe some family		
3	traditions.	Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud
	Identify some similarities and differences in family		
4	structure, culture, ability, language, age and gender.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Mighty Minutes
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
	Understand the concept of individual		
	rights and responsibilities.		
	With prompting and support, demonstrate responsible	Beginning the Year / What names do we need to know at	
5	behavior related to daily routines.	school? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	·
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Small Group
		Beginning the Year / When do things happen at school? / Day 3	Large Group
	With prompting and support, explain some rules in the		
6	home and in the classroom.		
		Beginning the Year / What names do we need to know at	
а	Identify some rules for different settings.	school? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	O
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Large Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
	Identify appropriate choices to promote positive	Reduce, Reuse, Recycle / How do trash and garbage affect our	
b	interactions.	community? / Day 1	Choice Time
		Balls / What are balls made of? / Day 3	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	With prompting and support, identify some community		
	members (e.g., parents, teachers, principals/directors,	Beginning the Year / What names do we need to know at	
7	community helpers).	school? / Day 5	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
	В	uildings / Who builds buildings? What tools do they use? / Day	
	4		Large Group
		uildings / What are buildings made of? What makes them	
		trong? / Day 2	Read Aloud
		uildings / What is special about our building? / Day 3	Large Group
		rees / What food comes from trees? / Day 3	Large Group
		rees / Who takes care of trees? / Day 1	Large Group
		rees / Who takes care of trees? / Day 1	Read Aloud
		rees / Who takes care of trees? / Day 3	Read Aloud
		alls / Who uses balls? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 3	Large Group
		clothes / Where do we get our clothes? / Day 2	Large Group
	C	clothes / Where do we get our clothes? / Day 2	Choice Time
		clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	C	clothes / Where do we get our clothes? / Day 3	Large Group
	C	clothes / What special clothes do people wear for work? / Day 1	Large Group
	C	clothes / What special clothes do people wear for work? / Day 1	Read Aloud
	C	clothes / What special clothes do people wear for work? / Day 2	Large Group
	C	clothes / What special clothes do people wear for work? / Day 2	Small Group
	C	clothes / What special clothes do people wear for work? / Day 4	Large Group
	C	clothes / What special clothes do people wear for work? / Day 5	Large Group
			_
		clothes / What other special clothes do people wear? / Day 1	Large Group
		leduce, Reuse, Recycle / Where does trash go? What do	
		orkers do there? / Day 2	Large Group
		educe, Reuse, Recycle / Where does trash go? What do	
	W	orkers do there? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	Lorgo Croup
	With prompting and support, identify some positive	workers do there? / Day 3	Large Group
	character traits of self and others (e.g., fair, friendly,		
8	respectful, responsible).		
	With prompting and support, describe a simple	Reduce, Reuse, Recycle / How do trash and garbage affect our	
9	sequence of familiar events.	community? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How Carr we reuse junk? / Day 3 Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
		Reduce, Rease, Recycle / Ociobrating Learning / Day 2	Onoice Time
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / Celebrating Learning / Day 2	Choice Time
		Balls / Celebrating Learning / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 3	Large Group Roundup
		- since any consist and any construction of the construction of th	
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 2	Large Group
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	Large Group Roundup
		3	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	3 2 2 3 4
		5	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Duildings / What is an acial about our buildings / Day 0	Lawas Craus Davis divis
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 3	Large Group Roundup
		3 11 3 7	
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Buildings / Celebrating Learning / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group Roundup
		Buildings / Celebrating Learning / Day 2	Choice Time
		Trees / Exploring the Topic / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 2	Large Group Roundup
		Trees / What are the characteristics of the trees in our	Largo Group Houridap
		community? / Day 2	Large Group Roundup
		Balls / Do all balls roll? / Day 3	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Large Group
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 2	Large Group Roundup
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 2	Large Group Roundup
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 1	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3 Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / What special clothes do people wear for work? / Day 3	
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 1 Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group Roundup Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group Roundup

State ID	State Toys	Investigation Day	Time of Day
ID	Our World	Investigation Day	Time of Day
	Understand the importance of people,		
	resources, and the environment.		
	Treat classroom materials and the belongings of others		
1	with care.	Balls / Exploring the Topic / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		D. H. Land / E. alarina tha Tarin / Da. 0	Lance One a December
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group

State			
ID	State Text	Investigation Day	Time of Day
	With prompting and support, identify location and some		
2	physical features of familiar places in the environment.	Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 3	Small Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / What is special about our building? / Day 1	Large Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
	With prompting and support, use money in pretend play		
	to demonstrate understanding of the role money plays	Reduce, Reuse, Recycle / How can we create less trash? / Day	
3	in the environment (e.g., play store or restaurant).	2	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Large Group
	Use a variety of technology tools (e.g., telephone, cash		
	register, computer), either real or pretend, that affect	Beginning the Year / What names do we need to know at	
4	daily life interactions and activities.	school? / Day 3	Small Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Small Group
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / Exploring the Topic / Day 2	Small Group
		Trees / Who takes care of trees? / Day 4	Small Group
		Trees / How do trees change? / Day 5	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
	Demonstrate an understanding of the role that people		
	play in caring for the environment (e.g., recycling,	Reduce, Reuse, Recycle / How do trash and garbage affect our	
5	keeping the environment clean, conserving water).	community? / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Trees / Celebrating Learning / Day 0	Outdoor Experiences
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 3	Large Group
		Trees / Who takes care of trees? / Day 4	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
	History and Events		
	Understand events that happened in the		
	past.		
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
1	familiar events.	community? / Day 3	Large Group Roundup
'	iaiiiiai events.	Continuity: 7 Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group Roundup
		Treduce, fredse, fredsdie / flow call we reuse julik: / Day i	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Celebrating Learning / Day 2	Choice Time

State ID	State Text	Investigation Day	Time of Day
		Balls / Celebrating Learning / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day	2 Large Group
		Beginning the Year / When do things happen at school? / Day	3 Large Group Roundup
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Da	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Da 3	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Da 5	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What is special about our building? / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Buildings / What happens inside buildings? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Buildings / Celebrating Learning / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group Roundup
		Buildings / Celebrating Learning / Day 2	Choice Time
		Trees / Exploring the Topic / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 2	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 2	Large Group Roundup
		Balls / Do all balls roll? / Day 3	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 4	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Large Group
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clouded / Timat and the localarde of clouded / Bay o	Large Group Houridap
		Balls / Who uses balls? / Day 2	Large Group Roundup
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 1	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 3	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group Roundup
2	Recognize events that happened in the past.	Beginning the Year / What are our rules? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Trees / How do trees change? / Day 4	Read Aloud
	Three-Year-Olds		
	Gross Motor Skills		

State	State Text	Investigation Day	Time of Day
יוו		investigation day	Tillle of Day
	Demonstrate understanding of gross		
	motor concepts as they apply to the		
	learning, development, and performance of		
	physical activities.		
1	Identify body parts (e.g., knee, foot, arm).		
	With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g.,		
2	climbing, jumping, stretching, twisting, throwing a ball).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
		Beginning the Year / Who works at our school? / Day 1	Choice Time
	Demonstrate competency in gross motor		
	skills and movement patterns needed to		
	perform a variety of physical activities.		
	With guidance and support, demonstrate body		
	coordination (e.g., balance, strength, moving in space,		
3	walking up and down stairs).	Balls / Exploring the Topic / Day 5	Large Group
	With guidance and support, use various types of equipment (e.g., playground equipment, tricycles,	·	<u> </u>
4	slides).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
	Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking,	,	
5	bouncing or hitting balls, riding wheel toys).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
	, , , , , , , , , , , , , , , , , , , ,	Beginning the Year / What should we do if we get sad or scared	, , , ,
		at school? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Balls / What makes balls move? / Day 2	Read Aloud

State		Investigation Day	Time of Day
יוו	Participate in physical activity for self-	lilivestigation day	Time of Day
	expression and/or social interaction.		
	With guidance and support, demonstrate self-		
	expression through movement by participating in	Beginning the Year / What should we do if we get sad or scared	L a mar a Carania
6	activities involving music either alone or in a group.	at school? / Day 1	Large Group
	Fine Motor		
	Demonstrate competency in fine motor		
	skills needed to perform a variety of		
	physical activities.		
	With guidance and support, use fine muscle and eye-		
	hand coordination for such purposes as using utensils,		
	self-care, building, and exploring (e.g., place small	Buildings / Who builds buildings? What tools do they use? / Day	
1	objects in bottle).	3	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
	Demonstrate understanding of emerging		
	(developing) fine motor skills as they apply		
	to the learning and performance of		
	physical activities.		
	With guidance and support, demonstrate emerging		
	(developing) fine muscle coordination using		
	manipulative materials that vary in size, shape, and skill		
	requirement (e.g., press individual computer keys on a		
2	keyboard, use clay to form shapes).	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
	., ,	Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, demonstrate emerging		
	(developing) coordination of fine muscles to perform	Buildings / Who builds buildings? What tools do they use? / Day	
3	simple motor tasks (e.g., tearing, cutting, folding).	3	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
	Participate in fine motor activity for self-		
	expression and/or social interaction.		
	With guidance and support, use fine motor skills for self-		
	expression (e.g., coloring, painting, building, dressing-	Beginning the Year / How do we make and keep friends? How	
4	up in dramatic play).	can we be part of a group? / Day 3	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
	With guidance and support, participate in group		
		Buildings / Who builds buildings? What tools do they use? / Day	
	with blocks together, finger plays, and dramatic play).	3	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
	Demonstrate emerging competency in self-		
	help skills needed to perform a variety of		
	•		
	physical activities.		
	With guidance and support, participate in self-care (e.g.,		
	dressing, brushing teeth, washing hands, feeding self).		
	Self-Care, Health, and Safety Skills		
	Demonstrate an awareness and practice of		
	safety rules.		
	With guidance and support, identify and follow safety	Beginning the Year / What names do we need to know at	
1	rules (e.g., classroom, home, community).	school? / Day 3	Small Group
		Beginning the Year / Who works at our school? / Day 2	Large Group

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 2	Choice Time
	With guidance and support, practice safety procedures		
	by responding appropriately to harmful or unsafe	Buildings / Who builds buildings? What tools do they use? / Day	
	situations.	3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Large Group
		Buildings / What is special about our building? / Day 2	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 3	Large Group
	With guidance and support, demonstrate appropriate		
	behavior to respect self and others in physical activity	Reduce, Reuse, Recycle / How do trash and garbage affect our	
	by following simple directions and safety procedures.	community? / Day 3	Large Group
	, , , , , , , , , , , , , , , , , , , ,	Beginning the Year / What names do we need to know at	
		school? / Day 0	Outdoor Experiences
		Beginning the Year / What are our rules? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	Large Crave
		5	Large Group
	Demonstrate an emerging use of standard health practices.		

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, practice common health		
	routines (e.g., resting, eating healthy meals, exercising,		
4	and using appropriate personal hygiene).	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
	With guidance and support, participate in a variety of	Beginning the Year / What names do we need to know at	
5	physical activities.	school? / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
	Maria de la compania del compania de la compania del la compania del compania de la compania de la compania de la compania del compania	Beginning the Year / What sounds do we hear at school?	D J.Al. J
6	With guidance and support, identify nutritious foods.	Where do they come from? / Day 1	Read Aloud
	Three-Year-Olds		
	Gross Motor Skills		
	Demonstrate understanding of gross		
	motor concepts as they apply to the		
	learning, development, and performance of		
	physical activities.		
	Identify and demonstrate the use of body parts		
	connected with gross motor movement (e.g., knee, foot,		
1	arm).		
<u> </u>	Demonstrate coordination of large muscles to perform		
	simple motor tasks (e.g., climbing, jumping, stretching,		
2	throwing a ball).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
	, and an	Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Balls / What makes balls move? / Day 2	Read Aloud
	Demonstrate competency in gross motor		
	skills and movement patterns needed to		
	<u>-</u>		
	perform a variety of physical activities.		

State			
ID	State Text	Investigation Day	Time of Day
	With prompting and support, demonstrate body		
	coordination (e.g., balance, strength, moving in space,		
3	walking up and down stairs alternating feet).	Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
		Clothes / How do people make clothes? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 5	Large Group
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Buildings / Exploring the Topic / Day 4	Large Group
	Use various types of equipment (e.g., playground		
4	equipment, tricycles, slides).		
	Engage in gross motor activities that are familiar as well		
	as activities that are new and challenging (e.g., pulling,		
	throwing, catching, kicking, bouncing or hitting balls,		
5	riding wheel toys, skipping).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Balls / What makes balls move? / Day 2	Read Aloud
	Fine Motor Skills		
	Demonstrate competency in fine motor		
	skills needed to perform a variety of		
	physical activities.		
	With prompting and support, use fine muscle and eye-		
	hand coordination for such purposes as using utensils,		
	self-care, building, and exploring (e.g., place small		
1	objects in bottle).	Balls / What are balls made of? / Day 4	Choice Time
<u> </u>	objects in bottle).	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
-		Beginning the Year / What should we do if we get sad or scared	Outdoor Experiences
		at school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
-		Beginning the Year / How do we make and keep friends? How	OHOICE TIME
		can we be part of a group? / Day 1	Choice Time
		Journ We be part of a group: / Day 1	CHOICE THIIC

State	Thice did four rear old official		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / Exploring the Topic / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 2	Choice Time
		Balls / Who uses balls? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	Demonstrate understanding of emerging		
	(developing) fine motor skills as they apply		
	to the learning and performance of		
	physical activities.		
	Demonstrate fine muscle coordination using		
	manipulative materials that vary in size, shape, and skill		
	requirement (e.g., press individual computer keys on a		
	keyboard, use clay to form shapes or objects).	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences

State	Tour Tour Old Offination		
ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / Exploring the Topic / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 2	Choice Time
		Balls / Who uses balls? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	Demonstrate emerging (developing) coordination of fine		
	muscles to perform simple motor tasks (e.g., tear, cut,		
3	fold and crease paper).	Balls / What are balls made of? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / Exploring the Topic / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 2	Choice Time
		Balls / Who uses balls? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Choice Time
		Clethon / What appoint plathon do people wear for ward? / Dow 4	Chaine Time
		Clothes / What special clothes do people wear for work? / Day 4 Balls / What are balls made of? / Day 1	Choice Time Choice Time
		Dalis / What are Dalis Haue Or? / Day 1	Choice fillie

State	Three did four real old offinion		
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	Participate in fine motor activity for self-		
	expression and/or social interaction.		
	With prompting and support, use fine motor skills for		
	self-expression (e.g., coloring, painting, building,		
4	dressing-up in dramatic play).	Balls / What are balls made of? / Day 4	Choice Time
	, ,,	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
	With prompting and support, participate in group		
	activities involving fine motor experiences (e.g., playing		
5	together with blocks, finger plays, and dramatic play).	Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 1	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time

State ID	State Text	Investigation Day	Time of Day
	Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.		
6	With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).		
	Self-Care, Health, and Safety Skills		
	Demonstrate an awareness and practice of		
	safety rules.		
1	With prompting and support, identify safety rules (e.g., classroom, home, community).	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 3	Large Group
		Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day 5	Large Group
		Buildings / What is special about our building? / Day 2	Read Aloud
		Trees / What are the characteristics of the trees in our community? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 2	Large Group
0	With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe	Buildings / Who builds buildings? What tools do they use? / Day	Large One
2	situations.	Buildings / Who builds buildings? What tools do they use? / Day	Large Group
		3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Large Group
		Buildings / What is special about our building? / Day 2	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 3	Large Group
	With prompting and support, demonstrate appropriate		
	behavior to respect self and others in physical activity	Reduce, Reuse, Recycle / How do trash and garbage affect our	
3	by following simple directions and safety procedures.	community? / Day 3	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 0	Outdoor Experiences
		Beginning the Year / What are our rules? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
	Demonstrate an emerging (developing) use		
	of standard health practices.		
	With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising,		
4	and using appropriate personal hygiene).	Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group
	With prompting and support, participate in a variety of	Beginning the Year / What names do we need to know at	
5	physical activities.	school? / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared at school? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
		Beginning the Year / What sounds do we hear at school?	,
6	With prompting and support, identify nutritious foods.	Where do they come from? / Day 1	Read Aloud
	Three-Year-Olds		
	Social Development		

State	Otata Tari	land Confirm Day	T (D
ID	State Text	Investigation Day	Time of Day
	Build and maintain relationships with		
	others.		
1	Interact appropriately with familiar adults.		
	With guidance and support, communicate to seek out		
	help with difficult task, to find comfort, and to obtain	Beginning the Year / What should we do if we get sad or scared	
а	security.	at school? / Day 3	Large Group
	With guidance and support, engage with a variety of		
b	familiar adults.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
		Balls / Celebrating Learning / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 4	Choice Time
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Balls / Do all balls bounce? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group
		Balls / Do all balls bounce? / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group
		Buildings / What is special about our building? / Day 3	Large Group
		Buildings / What happens inside buildings? / Day 2	Large Group
		Balls / What makes balls move? / Day 1	Large Group
		Trees / Who lives in trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 3	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / How do trees change? / Day 1	Choice Time

State ID	State Text	Investigation Day	Time of Day
	Ctate Text	Trees / How do trees change? / Day 2	Choice Time
		Trees / How do trees change? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Large Group
		Trees / Celebrating Learning / Day 1	Choice Time
		Trees / Celebrating Learning / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 3	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 5	Choice Time
		Balls / Who uses balls? / Day 4	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 4	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	_
		workers do there? / Day 2	Large Group
<u> </u>	Interact appropriately with other children.		
	Begin to engage in positive interactions and		
	communications with classmates (e.g., greet peers, use		
1	names of classmates, share materials).	Balls / Exploring the Topic / Day 1	Large Group Roundu
		Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 4	Large Group Roundu
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Large Group Roundu
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group Roundu
		Balls / What are balls made of? / Day 2	Large Group Roundu
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundu
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundu

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group Roundup
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		beginning the real / what are our rules? / Day 1	Large Group Roundup
		Beginning the Year / What are our rules? / Day 2	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 5	Large Group
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	Lavas Oracia Dacia
		can we be part of a group? / Day 1 Beginning the Year / How do we make and keep friends? How	Large Group Roundup
		can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	Large Group Roundup
		can we be part of a group? / Day 3	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	Lance One of December
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	3
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	3. 2. 2. 4
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	go overpression
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	5 1
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Bananige / Exploring the Topic / Bay 6	Largo Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	go orosp rediredp
		other places look like? / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	Large Group Realidap
		other places look like? / Day 3	Large Group Roundup
		Journal places look like: / Day 5	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group Roundup
		Buildings / What are buildings made of? What makes them	,
		strong? / Day 5	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group Roundur
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundur
		Balls / What makes balls move? / Day 1	Large Group
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		Trees / Who lives in trees? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 5	Large Group Roundur
		Trees / Who takes care of trees? / Day 3	Large Group Roundup
		Trees / Who takes care of trees? / Day 4	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Trees / How do trees change? / Day 1	Large Group Roundup
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 4	Large Group Roundup
		Trees / Celebrating Learning / Day 1	Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
		Clothes / What special clothes do people wear for work? / D	ay 3 Choice Time
		Clothes / What other special clothes do people wear? / Day	1 Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
			gc_crosp_rrossrapp_
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Olathan / Calabratian I again y / Day 0	Laura Cuarra Darradora
		Clothes / Celebrating Learning / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Begin to develop relationships and share a friendship	Designation the Ween / Herry de use makes and been friende? Herry	
	with one or two peers (e.g., offer assistance and materials to others).	Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group
	materials to surersy.	Beginning the Year / How do we make and keep friends? How	Large Group
		can we be part of a group? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	L O
		can we be part of a group? / Day 3 Beginning the Year / How do we make and keep friends? How	Large Group
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	Largo Oroap
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	Carall Cara
		1	Small Group

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
	With guidance and support, ask permission to use		
С	materials belonging to someone else.	Balls / Exploring the Topic / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group
		Trees / What food comes from trees? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 2	Choice Time
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
	Acknowledge needs and rights of others (e.g., "It's your		
d	turn on the swing.").	Balls / Exploring the Topic / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
	Rec	luce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
			_
		luce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
	Rec	luce, Reuse, Recycle / How can we create less trash? / Day	
	1		Large Group Roundup
		luce, Reuse, Recycle / How can we create less trash? / Day	
	2		Large Group Roundup
		luce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		luce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		inning the Year / What names do we need to know at	
		ool? / Day 1	Large Group Roundup
		inning the Year / What names do we need to know at	
		ool? / Day 2	Large Group Roundup
		inning the Year / What names do we need to know at	
		ool? / Day 3	Small Group
		inning the Year / What names do we need to know at	
		ool? / Day 4	Small Group
		inning the Year / What names do we need to know at	
		ool? / Day 4	Large Group Roundup
	Beg	inning the Year / What names do we need to know at	
	sch	ool? / Day 5	Large Group Roundup
	Beg	inning the Year / What should we do if we get sad or scared	
		chool? / Day 1	Small Group
	Beg	inning the Year / What should we do if we get sad or scared	
	at s	chool? / Day 1	Large Group Roundup
	Beg	inning the Year / What are our rules? / Day 1	Small Group
		inning the Year / What are our rules? / Day 5	Large Group Roundup
	Beg	inning the Year / How do we make and keep friends? How	
	can	we be part of a group? / Day 1	Large Group
		inning the Year / How do we make and keep friends? How	
	can	we be part of a group? / Day 5	Large Group

State ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / What makes balls move? / Day 1	Large Group
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / Celebrating Learning / Day 1	Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Clather / Europains the Tonio / Day 2	Large Crave Bayedin
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
3	Express empathy and care for others.		

State	o		Ti (D
ID	State Text	Investigation Day	Time of Day
	With guidance and support, show affection and concern		
	in appropriate ways (e.g., pat a child on the arm; give a	Beginning the Year / How do we make and keep friends? How	Ohaina Tima
а	soft hug to an upset peer).	can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	Chaine Time
	Design to offer and assent analyzaring and assent	Where do they come from? / Day 5	Choice Time
L	Begin to offer and accept encouraging and courteous words to demonstrate kindness.	Reduce, Reuse, Recycle / How do trash and garbage affect our	Large Craum Davindum
D	words to demonstrate kindness.	community? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Choice Time
		Balls / Exploring the Topic / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group

State	Third and Four Four Old Official		
ID	State Text	Investigation Day	Time of Day
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Dalis / Willo uses balls ! / Day 5	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
	With guidance and support, identify emotional cues of	Ballo / What are ballo made of . / Bay 1	Largo Group
	others and react in a positive manner (e.g., "You seem	Beginning the Year / What names do we need to know at	
С	sad.").	school? / Day 1	Read Aloud
0	Jud.).	Beginning the Year / What should we do if we get sad or scared	TCGG 7 TOGG
		at school? / Day 1	Large Group
		Beginning the Year / What should we do if we get sad or scared	Large Group
		at school? / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared	Large Group
		at school? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	Trodd Filodd
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	Official Fifther
		Where do they come from? / Day 5	Choice Time
		Clothes / Celebrating Learning / Day 1	Read Aloud
ĺ	Work productively toward common goals	Ciotiles / Celebrating Learning / Day 1	Neau Alouu
	Work productively toward common goals and activities.		
4	Participate successfully as a member of a group.		
7	With guidance and support, share experiences and		
	ideas with others (e.g., engage in conversation to	Reduce, Reuse, Recycle / How can we create less trash? / Day	
а	express ideas).	3	Large Group Roundup
u	CAPICOO IUCUOJ.	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Troduce, reduce, recycle / Gelebrating Learning / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 1	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 4	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Clothes / How is cloth made? / Day 3	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / Celebrating Learning / Day 2	Choice Time
	With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups		
	(e.g., engage in cooperative play or conversations over	Reduce, Reuse, Recycle / How do trash and garbage affect our	
b	time).	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group Roundu
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group Roundu
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundu
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	- '
		1	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Celebrating Learning / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Choice Time
	With guidance and support, accept assigned duties		
	during play or classroom management routines (e.g.,	Beginning the Year / What names do we need to know at	
С	clean-up responsibilities).	school? / Day 1	Small Group
	Join ongoing activities in acceptable ways. a. Begin to		
	express to others a desire to play (e.g., "I want to		
5	play.").		
b	With guidance and support, lead and follow.	Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences

State	The and four rear old official		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
С	With guidance and support, move into group with ease.	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Trace (NAMe et accourse de with marte of trace 2 / Day A	Laura Craum Daum dun
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup Choice Time
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	Large Craus
		school? / Day 1	Large Group
		Beginning the Year / What names do we need to know at	Large Crave Davidue
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	Lorgo Croup
		school? / Day 4 Balls / Exploring the Topic / Day 4	Large Group Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Beginning the Year / Who works at our school? / Day 4	Large Group
		· ·	Large Group
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	Choice time
		Where do they come from? / Day 5	Choice Time
		This is as any some nom. I buy s	0.10.00 111110
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group

State ID		Investigation Day	Time of Day
שו	State Text	Investigation Day	Time of Day
		Buildings / What do the buildings in our neighborhood and in	I O
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	Ob all a Time
		5	Choice Time
		Buildings / What are buildings made of? What makes them	O:
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Celebrating Learning / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 1	Large Group
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
-		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Choice Time
6	Resolve conflicts with others.		

State ID	State Text	Investigation Day	Time of Day
	With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the		
а	drum first or you can have it when this song is over.").		
	With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I		
b	stepped on your mat.").	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup Large Group
		reduce, reduce, recoyers a colourating Esserining a Esserining	Largo Group
		Balls / What are balls made of? / Day 4	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 5 Beginning the Year / What should we do if we get sad or scared	Large Group Roundup
		at school? / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Beginning the Year / What are our rules? / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
1.5	Ctato Toxt	iiirootigation Day	riiilo or Bay
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		,	
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group
		Trees / Exploring the Topic / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 5	Large Group Roundup
		Obilize / Endedouble To 1/2 / B = 0	1
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Clather / Evaluating the Tania / Day 2	Lorgo Orong Dong ding
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Clathes / What are the features of clathes? / Day 1	Lorgo Croup Bounding
		Clothes / What are the features of clothes? / Day 1	Large Group Roundup

State	Thice did real old children		
ID	State Text	Investigation Day	Time of Day
10	Cidio FOA	Clothes / How is cloth made? / Day 2	Large Group
			go overp
		Clothes / How is cloth made? / Day 3	Large Group Roundup
		·	
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Emotional Development		
	Demonstrate awareness of self and		
	capabilities.		
1	Demonstrate trust in self.		
	Begin to make positive statements about self, use		
	assertive voice to express self, and accept		
	responsibility for own actions (e.g., say, "I can", "I will	Beginning the Year / What names do we need to know at	
а	", "I did").	school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	0
		at school? / Day 2 Beginning the Year / What should we do if we get sad or scared	Small Group
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What sounds do we hear at school?	Oman Group
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	<u> </u>
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Begin to identify own emotions (e.g., say, "I feel")		
b	and express pride in accomplishments (e.g., "I did it!").		
2	Develop personal preferences.		
	Begin to express independence, interest, and curiosity	Beginning the Year / What names do we need to know at	
а	(e.g., say, "I can", "I choose" I want").	school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What sounds do we hear at school?	-
		Where do they come from? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	With guidance and support, select and complete tasks		OL : T:
b	(e.g., finish a puzzle or drawing).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Choice Time
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time

State	·		
ID	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
I		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	Show flexibility, inventiveness, and interest in solving		
3	problems.		
	With guidance and support, make alternative choices	Beginning the Year / What names do we need to know at	
а	(e.g., move to another area when a center is full).	school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Small Group

State ID	State Text	Investigation Day	Time of Day
שו	With guidance and support, problem solve when	ilivestigation Day	Time of Day
	working on a task (e.g., work on a puzzle; rebuild a		
h	tower of blocks that has fallen).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
D	tower or blocks that has fallerly.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1 Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4 Reduce, Reuse, Recycle / How can we create less trash? / Day	Choice Time
			Large Craus
		Palla / What makes hallo mayo? / Pay 0	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What should we do if we get sad or scared	Objective Time
		at school? / Day 1	Choice Time
		Buildings / What do the buildings in our neighborhood and in	OL : T'
		other places look like? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	a —
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	a
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Clothes / Celebrating Learning / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Choice Time
4	Know personal information.		

State ID	State Text	Investigation Day	Time of Day
טו	With guidance and support, describe self using several	investigation Day	Tillle of Day
	basic characteristics (e.g., gender, age, hair color, eye	Beginning the Year / What names do we need to know at	
а	color).	school? / Day 2	Large Group
	,	Beginning the Year / What names do we need to know at	<u> </u>
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Choice Time
		Beginning the Year / What are our rules? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
)	Begin to refer to self by first name.	school? / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
	With guidance and support, know parents'/guardians'	Beginning the Year / What names do we need to know at	
;	names.	school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	Olaria Tima
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	Chaine Time
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
	Decemine and adopt symmetries	Scribbi: / Day 4	NEAU AIUUU
	Recognize and adapt expressions,		
	behaviors, and actions.		
5	Show impulse control with body and actions.		
	Begin to exhibit control of own body in space (e.g.,		
	move safely through room without harm to self or	Beginning the Year / What names do we need to know at	
a	others).	school? / Day 0	Outdoor Experiences

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, follow procedures or		
	routines (e.g., come to circle time when the teacher		
b	begins to sing).	Trees / What can we do with parts of trees? / Day 4	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Beginning the Year / When do things happen at school? / Day 3	
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
	With guidance and support, transition appropriately and		
	with ease within environments (e.g., come indoors to	Beginning the Year / What names do we need to know at	_
С	wash hands for lunch or to listen to a story).	school? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	_
		community? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Small Group
			_
		Beginning the Year / When do things happen at school? / Day 3	
		Clothes / What are the features of clothes? / Day 4	Large Group
6	Manage emotions.		
	With guidance and support, progress from being upset		
	to being calm (e.g., breathe deeply to regain self-	Beginning the Year / What should we do if we get sad or scared	
а	control).	at school? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 4	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, recognize emotions (e.g., "I		
b	am really mad.").	Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Pead Moud
		Clothes / Celebrating Learning / Day 1	Read Aloud
		Clothes / Celebrating Learning / Day 1	Nead Aloud
	With guidance and support, express feelings through		
		Beginning the Year / What names do we need to know at	
С	and say, "This story makes me happy.").	school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
	With guidance and support, express frustration and		
	anger without harming self, others, or property (e.g., "I	Beginning the Year / What should we do if we get sad or scared	
d	don't like it when you take my truck.").	at school? / Day 2	Choice Time
		,	
7	Follow procedures and routines with teacher support.		
	Begin to follow one or two-step directions (e.g., move	Beginning the Year / What names do we need to know at	
а	appropriately when transitions are announced).	school? / Day 2	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Small Group
		Buildings / Who builds buildings? What tools do they use? / Day	
b	safety (e.g., use scissors to cut paper).	3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Large Group
	Begin to take turns and to share information with others		
С	(e.g., interact during group time).	Balls / Exploring the Topic / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day	Large Group Roundup
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	Laws Casas Davidus
		2	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Balls / What are balls made of? / Day 4	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 1	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 4	Small Group
		Beginning the Year / What names do we need to know at	·
		school? / Day 4 Beginning the Year / What names do we need to know at	Large Group Roundup
		school? / Day 5	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Beginning the Year / What are our rules? / Day 2	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Designation the Veer / What are our rules? / Pour 4	Large Crave Davis due
		Beginning the Year / What are our rules? / Day 4 Beginning the Year / What are our rules? / Day 5	Large Group Roundup Large Group
		beginning the real / what are our rules? / Day 5	Large Group
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		beginning the Teal / What are our fules: / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
		Dogiming the real / When do things happen at echeen. / Bay 2	Largo Group Roundap
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	Laura Onavia Daniel
		can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	Lorgo Croup Dougling
		can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	Lorgo Croup Boundun
		can we be part of a group? / Day 4	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	a.go o.oap .toaaap
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	9
		other places look like? / Day 3	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		other places look like? / Day 5	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	11000711000
		community? / Day 3	Large Group Roundup
		Trees / What are the characteristics of the trees in our	Ŭ ,
		community? / Day 5	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		Trees / Who lives in trees? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 5	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Large Group Roundup
		Trees / Who takes care of trees? / Day 4	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Balls / What makes balls move? / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Trees / How do trees change? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 4 Trees / Celebrating Learning / Day 1	Large Group Roundup Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2 Balls / Who uses balls? / Day 2	Large Group Roundup Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do people make clothes? / Day 3 Balls / Who uses balls? / Day 4	Large Group Roundup Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Deduce Develo Develo / Fundario e the Tania / Dev C	Laura Cuarra Darradra
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		, , , , , , , , , , , , , , , , , , ,	3
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
		Deduce Device Device / What do needs throw over 2 / Dev 2	Large Crave Davidue
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Demonstrate flexibility in adapting to different		
8	environments.		
	With guidance and support, adjust behavior in different		
а	settings (e.g., at the library, playground, lunchroom).	Trees / What can we do with parts of trees? / Day 4	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
	With guidance and support, follow rules (e.g., use	Sallo / Titllo dodo ballo . / Bay o	Laigo Oloup
b	outside voice, use inside voice) in different settings.	Trees / What can we do with parts of trees? / Day 4	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences

State	Three and our rear old official		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Large Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
	Four-Year-Olds		
	Social Development		
	Build and maintain relationships with		
	others.		
1	Interact appropriately with familiar adults.		
	Communicate to seek out help with difficult task, to find	Beginning the Year / What should we do if we get sad or scared	
а	comfort, and to obtain security.	at school? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 4	Read Aloud
	Engage with a variety of familiar adults for a specific		
b	purpose.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Choice Time
		Balls / Celebrating Learning / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 4	Choice Time
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Balls / Do all balls bounce? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group
		Balls / Do all balls bounce? / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group
		Buildings / What is special about our building? / Day 3	Large Group
		Buildings / What happens inside buildings? / Day 2	Large Group
		Balls / What makes balls move? / Day 1	Large Group
		Trees / Who lives in trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 3	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Large Group
		Trees / Celebrating Learning / Day 1	Choice Time
		Trees / Celebrating Learning / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 3	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 5	Choice Time
		Balls / Who uses balls? / Day 4	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 4	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group
Interact app	propriately with other children.		

State			
ID	State Text	Investigation Day	Time of Day
	Engage in positive interactions and communications		
	with classmates (e.g., greet peers, use names of		
а	classmates, share materials).	Balls / Exploring the Topic / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group Roundup
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group

State ID	Ctata Tayt	Investigation Day	Time of Day
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at school? / Day 4	Large Group Roundup
		Beginning the Year / What names do we need to know at	Large Group Roundup
		school? / Day 5	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	Large Group Roundup
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	Oman Group
		at school? / Day 1	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	zargo oroap rearraup
		at school? / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	ge creap recurrent
		at school? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 1	Small Group
		,	'
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Beginning the Year / What are our rules? / Day 2	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 5	Large Group
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Parinning the Veer / When do things happen at school 2 / Day 2	Large Crave Davidue
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 3	Large Group Poundup
		Degining the Teat / When do things happen at school! / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	Large Craves Davidus
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	Laura Oracia Dacia desa
		can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	Lanca Cara a Daniel a
		can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	Lanca Occasi December
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Dalla / Da all Lalla ha a co O / Da A	Laura Ora a Danada
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundur
		Balls / Do all balls bounce? / Day 3	Large Group Roundur
		Buildings / What are buildings made of? What makes them	Large Group Roundup
		strong? / Day 2	Large Group Roundup
		Buildings / What are buildings made of? What makes them	1 0
		strong? / Day 5	Large Group
		Buildings / What is special about our building? / Day 2 Clothes / Celebrating Learning / Day 1	Large Group Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	INEAU AIUUU
		community? / Day 3	Large Group Roundur
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group

State	Tour Tour Old Ormarch		
ID	State Text	Investigation Day	Time of Day
		Trees / Who lives in trees? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 5	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Large Group Roundup
		Trees / Who takes care of trees? / Day 4	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 4	Large Group Roundup
		Trees / Celebrating Learning / Day 1	Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup

State	State Text	Investigation Day	Time of Day
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to	Beginning the Year / How do we make and keep friends? How	
b	others).	can we be part of a group? / Day 2	Large Group
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	Offolio Time
		can we be part of a group? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Small Group
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
С	Ask permission to use items or materials of others.	Balls / Exploring the Topic / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Balls / Who uses balls? / Day 4	Large Group
	Acknowledge needs and rights of others (e.g., say, "It's		
d	your turn on the swing.").	Balls / Exploring the Topic / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group Roundup

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ID	State Text	Investigation Day	Time of Day
		ganon Day	riiiio oi bay
	Ba	lls / What are balls made of? / Day 2	Large Group Roundup
			_a.go o.oap .toanaap
	Re	duce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
			go oroup rroundup
	Re	duce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
		duce, Reuse, Recycle / How can we create less trash? / Day	0 1
	1		Large Group Roundup
	Re	duce, Reuse, Recycle / How can we create less trash? / Day	
	2		Large Group Roundup
	Re	duce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
	Re	duce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
	Ba	lls / What are balls made of? / Day 4	Large Group Roundup
		lls / What are balls made of? / Day 5	Large Group Roundup
		ginning the Year / What names do we need to know at	
		nool? / Day 1	Large Group Roundup
		ginning the Year / What names do we need to know at	
		nool? / Day 2	Large Group Roundup
		ginning the Year / What names do we need to know at	
		nool? / Day 3	Large Group Roundup
		ginning the Year / What names do we need to know at	
		nool? / Day 4	Small Group
		ginning the Year / What names do we need to know at	Laura Ouavia Davida
		nool? / Day 4	Large Group Roundup
		ginning the Year / What names do we need to know at	Lawa Craun Davis divis
		nool? / Day 5	Large Group Roundup
		ginning the Year / What should we do if we get sad or scared school? / Day 1	Small Group
	al ·	oution: / Day 1	oman Group
	Ro	ginning the Year / What are our rules? / Day 5	Large Group Roundup
		ginning the Year / What are our rules? / Day 3 ginning the Year / How do we make and keep friends? How	Large Group Roundup
		n we be part of a group? / Day 1	Large Group
	Cal	i we be part of a group: / Day 1	Large Group

State ID	State Text	Investigation Day	Time of Day
	013110 1 0711	Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		·	
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Large Group Roundur
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group Roundup
		Buildings / What are buildings made of? What makes them	1 0
		strong? / Day 5	Large Group
		Buildings / What is special about our building? / Day 2 Clothes / Celebrating Learning / Day 1	Large Group Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / What makes balls move? / Day 1	Large Group
		Dalis / What makes Dalis move: / Day 1	Large Group
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Dalis / What makes Dalis Move: / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 1	Large Group

State ID	State Text	Investigation Day	Time of Day
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do people make clothes? / Day 3 Balls / Who uses balls? / Day 4	Large Group Roundup Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
3	Express empathy and care for others.		
	Show affection and concern in appropriate ways (e.g.,	Beginning the Year / How do we make and keep friends? How	
а	pat a child on the arm; give a soft hug to an upset peer).	can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
	Offer and accept encouraging and courteous words to	Reduce, Reuse, Recycle / How do trash and garbage affect our	
b	demonstrate kindness.	community? / Day 1	Large Group Roundup
		Dellar De la Decela (III.	L O D I
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
		Pollo / Evaloring the Tonio / Day 2	Lorgo Croup Boundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Beginning the Year / What names do we need to know at	Large Group
		school? / Day 2	Choice Time
		Balls / Exploring the Topic / Day 4	Large Group
		Dane / Exploring the Topic / Day 1	zaigo oroap
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		,	
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Balls / Who uses balls? / Day 1	Large Group

State ID	State Text	Investigation Day	Time of Day
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
	With prompting and support, identify emotional cues of		
	others and react in a positive manner (e.g., say, "You	Beginning the Year / What names do we need to know at	
С	seem sad.").	school? / Day 1	Read Aloud
		Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
		Beginning the Year / What should we do if we get sad or scared	Large Group
		at school? / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared	3. 2. 2. 1
		at school? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Clothes / Celebrating Learning / Day 1	Read Aloud
	Work productively toward common goals		
	and activities.		
4	Participate successfully as a member of a group.		
	With prompting and support, share experiences and		
	ideas with others (e.g., engage in conversation to		
а	express ideas).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How can we create less trash? / Day	L O D
		3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What names do we need to know at school? / Day 1	Lorgo Croup Boundup
		Beginning the Year / What names do we need to know at	Large Group Roundup
		school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	Choice fillie
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	Large Group Roundap
		school? / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	_a.go o.oup .tounuap
		school? / Day 4	Large Group Roundup
		Beginning the Year / What names do we need to know at	J 1 1
		school? / Day 5	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Davidation the West (Milest and a see leaf) (David	Laura One a December
		Beginning the Year / What are our rules? / Day 2	Large Group Roundup
		Paginning the Veer / What are our rules? / Day 2	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 4	Large Group Roundup
		Dogining the real / what are our rules: / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
			gg
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		3. 3,1,1 3. 3,1,1	J 1 22 279F
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Decimalize the Veer / When do this so harmon at ash as 2 / Day 2	Large Craves Davis dive
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 5	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 4	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		Trees / Who takes care of trees? / Day 3 Trees / How do trees change? / Day 2	Large Group Large Group
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Clothes / How is cloth made? / Day 3	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 1	Lorgo Croup
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small		
	and large groups (e.g., engage in cooperative play or	Reduce, Reuse, Recycle / How do trash and garbage affect our	
b	conversations over time).	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	1 0
		can we be part of a group? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Celebrating Learning / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time

State ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
		Cionico / What opeolal diotrico do people wear for work: / Bay 1	Onolog Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Choice Time
	Accept assigned duties during play or classroom	Beginning the Year / What names do we need to know at	
	management routines (e.g., clean-up responsibilities).	school? / Day 1	Small Group
	Join ongoing activities in acceptable ways.		
	Express to others a desire to play (e.g., say, "I want to	Reduce, Reuse, Recycle / How do trash and garbage affect our	
	play.").	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time

State		Laure Continue Born	T:(D
ID	State Text	Investigation Day	Time of Day
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Celebrating Learning / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Choice Time
b	Lead and follow.	Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	,
		can we be part of a group? / Day 1	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
С	Move into group with ease.	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Balls / What earl we do with parts of trees / Bay 4	Choice Time
		Beginning the Year / What names do we need to know at	Official Fillio
		school? / Day 1	Large Group
		Johnson: / Day 1	Large Group

State ID	State Text	Investigation Day	Time of Day
	State 15At	Beginning the Year / What names do we need to know at	I IIII OI Duy
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Beginning the Year / Who works at our school? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Duildians / Fundanian the Tania / Day 0	Large Orace Basedon
		Buildings / Exploring the Topic / Day 2	Large Group Roundu
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 5	Choice Time
		Buildings / What are buildings made of? What makes them	Choice Time
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	Choice Time
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Celebrating Learning / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 1	Large Group
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time

State	Three and real old officient		
ID	State Text	Investigation Day	Time of Day
		Jan 1	
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Large Group Roundup
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Choice Time
6	Resolve conflicts with others.		
	With prompting and support, use discussions and		
	negotiations to reach a compromise (e.g., say, "I had		
	the drum first or you can have it when this song is		
а	over.").		
	With prompting and support, use courteous words and		
L	actions (e.g., say, "Please give me the book." "I'm sorry		
ט	I stepped on your mat.").		
	Emotional Development		
	Demonstrate awareness of self and		
	capabilities.		
1	Demonstrate trust in self.		
	Make positive statements about self, use assertive		
	voice to express self, and accept responsibility for own	Beginning the Year / What names do we need to know at	
а	actions (e.g., say, "I can", "I will", "I did").	school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Small Group

State	Third and Four Four Old Official		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
		Beginning the Year / What names do we need to know at	
b	pride in accomplishments (e.g., "I did it!").	school? / Day 3	Small Group
		Beginning the Year / What sounds do we hear at school?	Decidals 1
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / Exploring the Topic / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / Celebrating Learning / Day 2	Large Group
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
2	Develop personal preferences.	Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Express independence, interest, and curiosity (e.g.,	Beginning the Year / What names do we need to know at	
	say, "I can", "I choose" I want").	school? / Day 1	Choice Time
а	say, I cail, I choose I want j.	Beginning the Year / What names do we need to know at	Choice Time
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	Oman Group
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	Oman Group
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	oman Group
		at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad or scared	оттан отобр
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Choice Time

State	Three drid Four Fear Old Children		
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Select and complete tasks (e.g., finish a puzzle or		
b	drawing).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What should we do if we get sad or scared	Q
		at school? / Day 1	Choice Time
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	Olaria Tima
		other places look like? / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	Chaine Time
		Puildings / What are buildings made of What makes them	Choice Time
		Buildings / What are buildings made of? What makes them	Choice Time
		strong? / Day 3 Buildings / What are buildings made of? What makes them	Choice Time
		strong? / Day 4	Choice Time
		Sublig: / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
3	Show flexibility, inventiveness, and interest in solving problems.		
	Make alternative choices (e.g., move to another area	Beginning the Year / What names do we need to know at	
а	when a center is full).	school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Small Group
	Persist and problem solve when working on a task (e.g.,		
	work on a puzzle; rebuild a tower of blocks that has		
b	fallen).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
4	Know personal information.		
	Describe self using several basic characteristics (e.g.,	Beginning the Year / What names do we need to know at	
а	gender, age, hair color, eye color).	school? / Day 5	Choice Time
		Beginning the Year / What names do we need to know at	
b	Refer to self by first and last name.	school? / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
ĺ		school? / Day 2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
С	Know parents'/guardians' names.	school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
	Recognize and adapt expressions,		
	behaviors, and actions.		
5	Show impulse control with body and actions.		
	Control own body in space (e.g., move safely through		
а	room without harm to self or others).	Balls / What makes balls move? / Day 0	Outdoor Experiences
	Follow procedures or routines (e.g., come to circle time	Beginning the Year / What names do we need to know at	·
b	when the teacher begins to sing).	school? / Day 1	Choice Time
	<u> </u>	Beginning the Year / What names do we need to know at	
		school? / Day 2	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Small Group
		Beginning the Year / What are our rules? / Day 1	Large Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / How do people make clothes? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
	Transition appropriately within environments with ease		
	(e.g., come indoors to wash hands for lunch or to listen	Beginning the Year / What names do we need to know at	
С	to a story).	school? / Day 0	Outdoor Experiences

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Small Group
		Beginning the Year / When do things happen at school? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
6	Manage emotions.	,	
	With prompting and support, progress from being upset		
	to being calm (e.g., breathe deeply to regain self-	Beginning the Year / What should we do if we get sad or scared	
а	control).	at school? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 4	Read Aloud
	With prompting and support, recognize emotions (e.g.,	Beginning the Year / What should we do if we get sad or scared	
b	"I am really mad.").	at school? / Day 1	Large Group
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared	_a.go
		at school? / Day 2	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
	With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile	Beginning the Year / What names do we need to know at	
С	and say, "This story makes me happy.").	school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
	With prompting and support, express frustration and	School: / Day o	Nodu Aloud
	anger without harming self, others, or property (e.g., "I	Beginning the Year / What should we do if we get sad or scared	
d	don't like it when you take my truck.").	at school? / Day 2	Choice Time
7	Follow procedures and routines with teacher support.		

State			
ID	State Text	Investigation Day	Time of Day
	Follow one-step and/or two-step directions (e.g., move	Beginning the Year / What names do we need to know at	
а	appropriately when transitions are announced).	school? / Day 2	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Small Group
		Balls / What are balls made of? / Day 1	Choice Time
1.	, , <u> </u>	Buildings / Who builds buildings? What tools do they use? / Day	
b	cut paper).	3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Large Group
	Take turns sharing information with others (e.g., interact		
С	during group time).	Balls / Exploring the Topic / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group Roundup
		Balls / What are balls made of? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group Roundup
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		Treduce, reduce, recycle / Delebrating Learning / Day 1	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
15	State Text	iii vooligation Day	rimo or Bay
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
			•
		Balls / What are balls made of? / Day 4	Large Group Roundup
		·	
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	0 "0
		school? / Day 4	Small Group
		Beginning the Year / What names do we need to know at	Laura Ouavia Davia dina
		school? / Day 4 Beginning the Year / What names do we need to know at	Large Group Roundup
		school? / Day 5	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Large Group Roundup
		,	0 1 1
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		•	
		Beginning the Year / What are our rules? / Day 2	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 4	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What are our rules? / Day 5	Large Group
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 1	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Puildings / Exploring the Tonic / Day 2	Lorgo Croup Boundup
		Buildings / Exploring the Topic / Day 2 Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group Roundup
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 1	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group Roundup
		Trees / What are the characteristics of the trees in our	Large Crave Davidos
		community? / Day 5 Balls / What makes balls move? / Day 1	Large Group Roundup Large Group
		Bails / What makes bails move? / Day 1	Large Group
		Trees / Who lives in trees? / Day 1	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		,	3 1
		Trees / Who lives in trees? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group
		Trees / What food comes from trees? / Day 5	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Large Group Roundup
		Trees / Who takes care of trees? / Day 4	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 4	Large Group Roundup
		Trees / Celebrating Learning / Day 1	Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Clothes / Exploring the Topic / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Bay 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group Roundup
		Clothes / How do people make clothes? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 2	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup

State	ss and roan roan old chinaren		
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
8	Demonstrate flexibility in adapting to different environments.		
	Adjust behavior in different settings (e.g., at the library,		
а	playground, lunchroom).	Trees / What can we do with parts of trees? / Day 4	Large Group
		Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Large Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
b	Follow rules (e.g., use outside voice, use inside voice) in different settings.	Trees / What can we do with parts of trees? / Day 4	Large Group
		Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 1	Small Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What are our rules? / Day 1	Large Group
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Choice Time
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Balls / Who uses balls? / Day 4	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
	Three-Year-Olds		
	Music		
	Participate in music-related activities.		
	With guidance and support, create sounds and rhythms		
	using voice, body, instruments, or sound-producing		
1	objects.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
			Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	
2	Begin to sing a variety of short songs.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	With guidance and support, listen and respond to short musical works (e.g., singing, answering questions,		_
3	following instructions).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 5 Clothes / Where do we get our clothes? / Day 1	Large Group Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
4	With guidance and support, identify fast and slow tempos.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3 Beginning the Year / What are our rules? / Day 3	Large Group Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	With guidance and support, recognize a wide variety of		
5	sounds.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Degining the real / what are our rules: / Day o	Official filling
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Chaina Tima
	Dance and Movement	Clothes / What special clothes do people wear for work? / Day 3	Choice time
	Demonstrate understanding through the		
	use of music.		
	With guidance and support, create simple movements		
1	(e.g., twirl, turn around, shake).	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared	·
		at school? / Day 1	Large Group
		Balls / Exploring the Topic / Day 5	Large Group
	With guidance and support, respond rhythmically to	Beginning the Year / What should we do if we get sad or scared	
2	different types of music (e.g., fast, slow).	at school? / Day 1	Large Group
	Theatre and Dramatic Play		

State	Thice did four rear old offinition		
ID	State Text	Investigation Day	Time of Day
	Engage in spontaneous dramatic play throughout the day in a variety of centers.		
	Begin to imitate roles (e.g., mother, baby, doctor)		
1	observed in own life experiences.	Beginning the Year / What are our rules? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 4	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	With guidance and support, use available materials as	and the second s	
2	either realistic or symbolic props.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	, , ,	Beginning the Year / What are our rules? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	With guidance and support, make up new roles from		
3	experiences and/or familiar stories.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Who lives in trees? / Day 1	Small Group
		Trees / Who lives in trees? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	With guidance and support, imitate characteristics of	Paginning the Veer (What are our rules? / Day?	Choice Time
4	animals (e.g., sounds animals make) and of people.	Beginning the Year / What are our rules? / Day 2 Buildings / What do the buildings in our neighborhood and in	Choice Time
			Choice Time
		other places look like? / Day 1	
		Trees / Who lives in trees? / Day 1	Small Group
		Trees / Who lives in trees? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Visual arts		
	Create visual art.		
	With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and		
1	tools.	Balls / What are balls made of? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What is special about our building? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 2	Choice Time
		Trees / How do trees change? / Day 4	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	With guidance and support, create artwork that reflects		
2	an idea, theme, or story.	Balls / What are balls made of? / Day 4	Choice Time
	,	Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / What is special about our building? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time

State		Investigation Day	Time of Day
ID	State Text	Investigation Day Trees / Who takes care of trees? / Day 4	Time of Day Choice Time
		Trees / How do trees change? / Day 1	Choice Time
			Choice Time
		Trees / How do trees change? / Day 2	
		Trees / How do trees change? / Day 4	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	With guidance and support, describe own art work.	Balls / What are balls made of? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What is special about our building? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 2	Choice Time
		Trees / How do trees change? / Day 4	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
			Choice Time Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time

State	The and our real old children		
ID	State Text	Investigation Day	Time of Day
		Clather / What other appoint plather do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 3 Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Four-Year-Olds	Reduce, Recycle / Exploring the Topic / Day 5	Choice Time
	Music		
	Participate in music-related activities.		
	Create sounds and rhythms using voice, body,		
1	instruments, or sound-producing objects.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	a –.
		Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
2	Sing a variety of short songs.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Dening in settle Many / M/Lean de this and house at a checkle / Dev. 4	L
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	Listen actively and respond to short musical works (e.g., singing, answering questions, following		
3	instructions).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
			Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	With prompting and support, identify fast and slow		
4	tempos and simple elements of music.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		, , ,	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 5	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	With prompting and support, recognize a wide variety of		
5	sounds and songs from other cultures.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Mighty Minutes

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ID	State Text	Investigation Day	Time of Day
	Dance and Movement		
	Demonstrate understanding through the		
	use of movement.		
	Create simple movements (e.g., twirl, turn around, skip,		
1	shake).	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group
		Balls / Exploring the Topic / Day 5	Large Group
	Respond rhythmically to different types of music (e.g.,	Beginning the Year / What should we do if we get sad or scared	
2	fast, slow).	at school? / Day 1	Large Group
	Theatre and Dramatic Play		
	Engage in dramatic play throughout the		
	day in a variety of centers.		
	Imitate roles (e.g., mother, baby, doctor) observed in		
1	own life experiences.	Beginning the Year / What are our rules? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 4	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Use available materials as either realistic or symbolic	Dellar Branch della con access 10/5	Olaria Tima
2	props.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	Oh aina Tima
		other places look like? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4 Clothes / What are the features of clothes? / Day 2	Choice Time Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 3	Choice Time

State ID	State Text	Investigation Day	Time of Day
	State Foxe	Clothes / Where do we get our clothes? / Day 2	Choice Time
		element the de me get out element / 2 dy 2	
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Make up new roles from experiences and/or familiar		
	stories.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Beginning the Year / What are our rules? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 4	Choice Time
		Trees / Who lives in trees? / Day 1	Small Group
		Trees / Who lives in trees? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time
	Imitate characteristics of animals (e.g., the sounds		
	animals make) and of people.	Beginning the Year / What are our rules? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time
		Trees / Who lives in trees? / Day 1	Small Group
		Trees / Who lives in trees? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 5	Choice Time

State ID	State Text	Investigation Day	Time of Day
עו	Visual Arts	Investigation Day	Time of Day
	Create and respond to visual art.		
	Produce original art (e.g., color, paint, draw) using a		
1	wide variety of materials and tools.	Balls / What are balls made of? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What is special about our building? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 2	Choice Time
		Trees / How do trees change? / Day 4	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clathes / What other appoint elethes do popula	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	
		Balls / What are balls made of? / Day 1	Choice Time
2		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
2	Create artwork that reflects an idea, theme, or story.	Balls / What are balls made of? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What is special about our building? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 2	Choice Time
		Trees / How do trees change? / Day 4	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
3	Describe own art work.	Balls / What are balls made of? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What is special about our building? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / How do trees change? / Day 4	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
		Clothes / What other special clothes do people wear? / Day 3	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Three-Year-Olds		
	Play		
	Engage in play.		
	With guidance and support, cooperate with peers during		
	play by taking turns, sharing materials, and inviting	Reduce, Reuse, Recycle / How do trash and garbage affect our	
1	others to play.	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / How do we make and keep friends? How	'
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Clothes / Celebrating Learning / Day 1	Large Group

State	The did real real old official		
ID	State Text	Investigation Day	Time of Day
15	Otato Port	Buildings / Celebrating Learning / Day 2	Large Group
		Trees / What food comes from trees? / Day 5	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
	With guidance and support, initiate and make decisions		
	regarding play and learning activities (e.g., choose	Beginning the Year / What names do we need to know at	
2	learning centers and materials).	school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Buildings / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	With guidance and support, begin to exhibit creativity		
3	and imagination in a variety of forms.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
·		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 2	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Small Group
	With guidance and support, demonstrate engagement		
	in various stages of play (e.g., solitary, parallel,	Reduce, Reuse, Recycle / How do trash and garbage affect our	
4	collaborative).	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Choice Time
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 5	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 4	Choice Time
		Trees / What food comes from trees? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Celebrating Learning / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Choice Time
		Clothes / How is cloth made? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		,	
		Clothes / What special clothes do people wear for work? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	0110100 111110
		workers do there? / Day 3	Choice Time
	Curiosity and Initiative	womene de there. 7 Bay o	
	Demonstrate curiosity and initiative.		
	Demonstrate a developing interest in new experiences		
	Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in		
	creative ways, and investigating new environments.	Balls / Exploring the Topic / Day 1	Large Group
	creative ways, and investigating new environments.	Balls / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
			Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time

State ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Balls / What makes balls move? / Day 0	Outdoor Experience
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experience
		Trees / Who lives in trees? / Day 0	Outdoor Experience
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Large Group
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 2	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 4	Large Group
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Choice Time

State	The did four real old offinaren		
ID	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Large Group
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 4	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	·
		workers do there? / Day 4	Small Group

State ID	State Text	Investigation Day	Time of Day
2	Begin to ask questions to seek new information.	Balls / Exploring the Topic / Day 2	Choice Time
		Balls / What are balls made of? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What names do we need to know at school? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 3	
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 5	Choice Time
		Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them strong? / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Large Group

State	. . .		
ID	State Text	Investigation Day	Time of Day
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day	1 Large Group
		Clothes / What special clothes do people wear for work? / Day	4 Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
	Demonstrate an increasing ability to make independent	Beginning the Year / What names do we need to know at	
3	choices.	school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Buildings / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	With guidance and support, approach tasks and		
4	activities with flexibility, imagination and inventiveness.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / When do things happen at school? / Day 2	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Group
		workers do there? / Day 1	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Small Group
	Persistence and Attentiveness		
	Demonstrate persistence and		
	attentiveness.		
	With guidance and support, follow through to complete		
1	a task or activity.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
	·	Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
		Buildings / What is special about our building? / Day 3	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	With guidance and support, demonstrate the ability to	Reduce, Reuse, Recycle / How do trash and garbage affect our	
2	remain engaged in an activity or experience.	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / Celebrating Learning / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
1		at school? / Day 2	Small Group

State	and Four Four Old Official		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 2	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 2	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	OHOICE HITTE
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time

State ID	State Text	Investigation Day	Time of Day
	State Text	Buildings / What are buildings made of? What makes them	Time or Bay
		strong? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Choice Time
		Buildings / What is special about our building? / Day 3	Choice Time
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / Celebrating Learning / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / How is cloth made? / Day 1	Choice Time
		Balls / Who uses balls? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day	1 Choice Time
		Balls / Who uses balls? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day	4 Choice Time

State ID	State Text	Investigation Day	Time of Day
ID.	State Text	investigation bay	Time of Day
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 3	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
		Balls / What are balls made of? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	With guidance and support, seek out and accept help or	,	
	information from adults and peers when needed to		
	accomplish a task or an activity (e.g., using a step stool		
3	to reach the sink).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
	,	Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group Roundup
-		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Clothes / Celebrating Learning / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Choice Time
	Problem-Solving Skills		
	Demonstrate problem-solving skills.		
1	Identify a problem or ask a question.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time

State ID	State Text	Investigation Day	Time of Day
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	g
		workers do there? / Day 1	Choice Time
	Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with		
2	others, use a variety of materials, use trial and error).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them strong? / Day 3	
		Buildings / What are buildings made of? What makes them	Large Group Roundup
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them strong? / Day 4	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group
-		Balls / Do all balls roll? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Choice Time
	With guidance and support apply prior learning and		
3	experiences to build new knowledge.	Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 3	Large Group
		Balls / Celebrating Learning / Day 1	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Balls / Celebrating Learning / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 1	Small Group
		Beginning the Year / What names do we need to know at school? / Day 4	Mighty Minutes
		Beginning the Year / When do things happen at school? / Day 2	Large Group
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 2	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 2	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 5	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who lives in trees? / Day 3	Large Group Roundup
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 1	Large Group
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / How do trees change? / Day 5	Large Group
		Trees / Flow do trees change: / Day 5	Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Choice Time
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 3	Large Group
1		Cidiles / Exploining the Topic / Day 3	Large Group

State			
ID	State Text	Investigation Day Clothes / Exploring the Topic / Day 3	Time of Day Choice Time
		Clothes / Exploring the Topic / Day 5	
		Balls / Who uses balls? / Day 2	Large Group Read Aloud
		Clothes / What are the features of clothes? / Day 1	
		Clothes / What are the features of clothes? / Day 1 Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	
			Large Group
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 5	Large Group
		Clothes / What other special clothes do people wear? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group

State	The did four four of ormaton		
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Choice Time
	Four-Year-Olds		
	Play		
	Engage in play.		
	Cooperate with peers during play by taking turns,		
1	sharing materials, and inviting others to play.	Balls / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Choice Time
		Balls / What are balls made of? / Day 3	Read Aloud
		Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 0	Outdoor Experiences
		Beginning the Year / What names do we need to know at	-
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group

State	2011	Investigation Dec	T'
ID	State Text	Investigation Day Clothes / Celebrating Learning / Day 1	Time of Day Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / What food comes from trees? / Day 5	Large Group
		Balls / Who uses balls? / Day 2	Choice Time
		Balls / Willo uses balls ! / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
	Initiate and make decisions regarding play and learning	Beginning the Year / What names do we need to know at	O T
	activities (e.g., choose learning centers and materials).	school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	0 "0
		school? / Day 3	Small Group
		Beginning the Year / What names do we need to know at	0 "0
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Buildings / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Exhibit creativity and imagination in a variety of forms	, , , , , , , , , , , , , , , , , , , ,	
	(e.g., roles, props, and language).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Buildings / Exploring the Topic / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 2	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	Onolog Time
		Where do they come from? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Small Group
4	Demonstrate active engagement in play.		
	Curiosity and Initiative		
	Demonstrate curiosity and initiative.		
	Demonstrate interest in new experiences by interacting		
	with peers, using familiar materials in creative ways,		
1	and investigating new environments.	Balls / Exploring the Topic / Day 1	Large Group
	<u> </u>	Balls / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Balls / What are balls made of? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Large Group
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 2	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	

State	.		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / Who works at our school? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		5	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
			до отомр
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 2 Trees / Who lives in trees? / Day 3	Choice Time Choice Time
		Trees / Willo lives in trees ! / Day 3	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group Roundup

State	e State Text	Investigation Day	Time of Day
טו	State Text	Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What lood comes from trees: / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 5	Large Group
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clouded / Flow do we take out of our cloudes. / Bdy 2	0110100 111110
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		,	, , , , , , , , , , , , , , , , , , ,
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
			,
		Clothes / What special clothes do people wear for work? / Day 4	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Large Group
2	Ask questions to seek new information.	Balls / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Balls / What are balls made of? / Day 3	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What can we do with parts of trees? / Day 4	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day (Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Trees / Who lives in trees? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Balls / Do all balls roll? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / What food comes from trees? / Day 1	Choice Time

	Three did real old children		
State		Investigation Day	Time of Day
ID	State Text	Investigation Day	Time of Day
		Trans (Miles) for Language from the 20 / Day 0	1 O D 1
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		,	<u> </u>
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
			3
		Clothes / What special clothes do people wear for work? / Day 4	Large Group
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Largo Group
		workers do there? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	Onolog Time
		workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Oroup
		workers do there? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Group Roundup
		workers do there? / Day 3	Lorgo Croup
			Large Group
	Males in dealers and autobasis as	Beginning the Year / What names do we need to know at	Obaina Tima
3	Make independent choices.	school? / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Small Group

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	,
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	,
		at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Small Group
		Buildings / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	Approach tasks and activities with flexibility,		
	imagination, and inventiveness.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Buildings / Exploring the Topic / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 2	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 1	Choice Time

te St	ate Text	Investigation Day	Time of Day
		Beginning the Year / Who works at our school? / Day 3	Choice Time
		Beginning the Year / Who works at our school? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Round
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 2	Large Group Round
		Balls / What makes balls move? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Small Group
Persistence and At	tentiveness		
Demonstrate persis	stence and		
attentiveness.			

Follow through to complete a task or activity. Reduce, Reuse, Recycle / How can we reuse junk? / Day 3 Choice Time	State			
Reduce, Reuse, Recycle / How can we reuse junk? / Day 5 Balls / What makes balls move? / Day 0 Outdoor Experience Balls / What are balls made of? / Day 4 Choice Time Beginning the Year / What should we do if we get sad or scared at school? / Day 1 Beginning the Year / What should we do if we get sad or scared at school? / Day 1 Beginning the Year / What are our rules? / Day 1 Choice Time Balls / Do all balls bounce? / Day 3 Buildings / What do the buildings in our neighborhood and in other places look like? / Day 2 Choice Time Buildings / What do the buildings? What tools do they use? / Day Buildings / What are buildings made of? What makes them strong? / Day 3 Buildings / What are buildings made of? What makes them strong? / Day 4 Choice Time Buildings / What are buildings made of? What makes them strong? / Day 4 Buildings / What are buildings made of? What makes them strong? / Day 5 Choice Time Buildings / What are buildings made of? What makes them strong? / Day 5 Balls / Do all balls roll? / Day 1 Buildings / What is special about our building? / Day 1 Choice Time Buildings / What is special about our building? / Day 2 Choice Time Buildings / What is special about our building? / Day 2 Choice Time Buildings / What is special about our building? / Day 3 Choice Time Buildings / What is special about our building? / Day 3 Choice Time Buildings / What is special about our building? / Day 3 Choice Time Buildings / What happens inside buildings? / Day 2 Choice Time Buildings / Day 1 Bulls roll? / Day 2 Choice Time Balls / Do all balls roll? / Day 3 Choice Time Clothes / Hwat food comes from trees? / Day 3 Choice Time Trees / What food comes from trees? / Day 3 Choice Time Clothes / How is cloth made? / Day 2 Choice Time Clothes / How is cloth made? / Day 2 Choice Time	ID	State Text	Investigation Day	Time of Day
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Reduce, Reuse, Recycle / Where does trash go? What do			Clothes / What special clothes do people wear for work? / Day 4	Choice Time
				Choice Time

State ID	State Text	Investigation Day	Time of Day
	Demonstrate the ability to remain engaged in an activity	Reduce, Reuse, Recycle / How do trash and garbage affect our	
<u> </u>	or experience.	community? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Choice Time
		Trees / What can we do with parts of trees? / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / Celebrating Learning / Day 1	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Small Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Small Group
		Beginning the Year / What are our rules? / Day 1	Choice Time
		Beginning the Year / What are our rules? / Day 1	Small Group
		Beginning the Year / What are our rules? / Day 3	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Choice Time

State	The and four rear old officials.		
ID	State Text	Investigation Day	Time of Day
	Otato Text	investigation bay	Time of Day
	Begin	ning the Year / When do things happen at school? / Day 2	Choice Time
	Dog.	ining the real / When do things happen at school: / Bay 2	Onoice mine
	Begir	ning the Year / When do things happen at school? / Day 3	Choice Time
		ning the Year / Who works at our school? / Day 2	Choice Time
	Begir	ning the Year / Who works at our school? / Day 3	Choice Time
	Balls	/ Do all balls bounce? / Day 1	Large Group
	Begir	ning the Year / How do we make and keep friends? How	
	can v	ve be part of a group? / Day 1	Choice Time
	Balls	/ Do all balls bounce? / Day 1	Choice Time
	Begir	ning the Year / How do we make and keep friends? How	
	can v	ve be part of a group? / Day 2	Choice Time
	Begir	ning the Year / What sounds do we hear at school?	
	When	e do they come from? / Day 1	Choice Time
	Begir	ning the Year / What sounds do we hear at school?	
	When	e do they come from? / Day 3	Choice Time
	Balls	/ Do all balls bounce? / Day 2	Choice Time
	Balls	/ Do all balls bounce? / Day 3	Large Group
	Build	ngs / What do the buildings in our neighborhood and in	
		places look like? / Day 2	Choice Time
		ngs / What do the buildings in our neighborhood and in	
	other	places look like? / Day 3	Choice Time
		/ Do all balls bounce? / Day 3	Choice Time
	Build	ngs / Who builds buildings? What tools do they use? / Day	
	2		Choice Time
	Build	ngs / Who builds buildings? What tools do they use? / Day	
	4		Choice Time
	Build	ngs / What are buildings made of? What makes them	
		g? / Day 1	Choice Time
		ngs / What are buildings made of? What makes them	
		g? / Day 2	Large Group
		ngs / What is special about our building? / Day 2	Choice Time
		ngs / What is special about our building? / Day 3	Choice Time
		/ Do all balls roll? / Day 2	Choice Time
	Build	ngs / Celebrating Learning / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / What food comes from trees? / Day 3	Choice Time
		Balls / What makes balls move? / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / How is cloth made? / Day 1	Choice Time
		Balls / Who uses balls? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / What special clothes do people wear for work? / Day 1	
		Balls / Who uses balls? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 3	Choice Time
		Balls / What are balls made of? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time

State	Thice and Four Four Old Children		
ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Choice Time
	Seek out and accept help or information from adults		
	and peers when needed to accomplish a task or an		
3	activity (e.g., using a step stool to reach the sink).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
İ		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group

State ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	I IIII OI Duy
		workers do there? / Day 1	Choice Time
	Problem-Solving Skills		
	Demonstrate problem-solving skills.		O —
	Identify a problem or ask a question.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	_
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundu
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group Roundu
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		, , , , , , , , , , , , , , , , , , ,	
ì		Buildings / What happens inside buildings? / Day 2	Large Group Roundu
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Choice Time
	Use a variety of strategies to solve a problem, reach a		
	goal, or answer a question (e.g., work with others, use a		
2	variety of materials, use trial and error).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Balls / What makes balls move? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Balls / Do all balls roll? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / How do people make clothes? / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Choice Time
	Apply prior learning and experiences to build new		
3	knowledge.	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	-
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Large Group
		Trees / What food comes from trees? / Day 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 3	Large Group
		Balls / Celebrating Learning / Day 1	Large Group Roundup
		Balls / Celebrating Learning / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	J 1 1 1 1 1 1
		school? / Day 1	Small Group
		Balls / Exploring the Topic / Day 4	Large Group

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Mighty Minutes
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundu
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	,
		Where do they come from? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 2	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group
		Buildings / What are buildings made of? What makes them	,
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What is special about our building? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Large Group
		Buildings / What happens inside buildings? / Day 4	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who lives in trees? / Day 3	Large Group Roundup
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 1	Large Group
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / How do trees change? / Day 5	Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Choice Time
		Balls / Who uses balls? / Day 1	Large Group Boundun
		Balls / Who uses balls? / Day 1	Large Group Roundup
			Large Group
		Clothes / Exploring the Topic / Day 3	Large Group

State ID	State Text	Investigation Day	Time of Day
		Clothes / Exploring the Topic / Day 3	Choice Time
		Clothes / Exploring the Topic / Day 5	Large Group
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 5	Large Group
		Clothes / What other special clothes do people wear? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / What other special clothes do people wear? / Day 3	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Rour

State ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Oroup
		workers do there? / Day 1	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Group
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	Read Aloud
		workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Group
		workers do there? / Day 4	Choice Time
-	Three-Year-Olds	workers do there: / Day 4	Office Time
	111111111111111111111111111111111111111		
	Reading Standards for Literature		
	Key Ideas and Details		
	With guidance and support, ask and/or answer		
	questions with details related to a variety of print		
	materials (e.g., ask "What is the duck doing?" or		
	respond to "Tell me about the duck").	Balls / Exploring the Topic / Day 1	Choice Time
		Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud

State	ce and real ela elimenti		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 1	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Large Group
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		Buildings / Celebrating Learning / Day 1	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / Exploring the Topic / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 3	Read Aloud

State ID	State Text	Investigation Day	Time of Day
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Read Aloud
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 1	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		Trees / What food comes from trees? / Day 5	Read Aloud
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Trees / How do trees change? / Day 4	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Trees / What can we do with parts of trees? / Day 1	Read Aloud
		Trees / What can we do with parts of trees? / Day 3	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / Exploring the Topic / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / What are the features of clothes? / Day 4	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud

Stat ID		Investigation Day	Time of Day
	Ciaio Toxi	Clothes / How do people make clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	With guidance and support, retell familiar stories		
	following the pictures in a book or through		
	conversations, art, creative movement, or dramatic		
	play.	Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 5	Choice Time
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
	Wish and an analysis of the state in	Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
3	With guidance and support, identify common objects in the pictures in a book.	Buildings / Exploring the Topic / Day 5	Large Group Roundup
5	the pictures in a book.	Buildings / Who builds buildings? What tools do they use? / Day	Large Group Roundup
		2	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time
	Craft and Structure		
	With guidance and support, exhibit curiosity and interest		
4	that print conveys meaning.		

State			
ID	State Text	Investigation Day	Time of Day
	Increase vocabulary through conversations with adults		
а	and peers.	Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 5	Choice Time
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		3	
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
	Identify real world print (e.g., labels in the classroom,		
b	signs in the community).	Beginning the Year / What are our rules? / Day 4	Read Aloud
	With guidance and support, experience common types		
	of books (e.g., fantasy; factual; animals; books about		
	people demonstrating racial, cultural, age, gender, and		
5	ability diversity).	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
	assumy acrossopy.	Beginning the Year / What are our rules? / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	Choice Time
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	Large Group
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	Onoice mine
		Where do they come from? / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / What do the buildings in our neighborhood and in	Choice time
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	CHOICE THIE
		2	Large Group Roundup
		<u> </u>	Large Group Nouridu

State ID	State Text	Investigation Day	Time of Day
		Buildings / What happens inside buildings? / Day 5	Large Group Roundur
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / What are the characteristics of the trees in our	0110100 111110
		community? / Day 4	Large Group
		Trees / Who lives in trees? / Day 1	Large Group
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
_		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
_	With guidance and support, identify the terms "author"		
6	and "illustrator."	Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
_		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Trees / Exploring the Topic / Day 1	Choice Time
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
	Integration of Knowledge and Ideas		
	With guidance and support, make connections between		
	self and real life experiences as they relate to		
7	classroom books.	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / What can we do with parts of trees? / Day 1	Read Aloud
		Trees / What can we do with parts of trees? / Day 3	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
			5
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	(Not appropriate for literature as indicated in the CCSS for ELA.)	,	
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
	in familiar stories.	community? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud

ate D	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	,,
		4	Read Aloud
		Balls / Do all balls roll? / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Large Group
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Read Aloud
		Balls / Do all balls roll? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group Roundu
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	
		Clothes / Celebrating Learning / Day 2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, actively engage in a variety		
	of shared reading experiences (e.g., small group, whole		
	group, with a peer or teacher) within individual learning		
	centers (e.g., dramatic play, art, writing, math, blocks,		
C	science, music, and/or manipulatives).	Balls / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Read Aloud
		,	
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
	Reading Standards for Informational Text		
	Key Ideas and Details		
	With guidance and support, answer questions related to		
	a variety of print materials.	Balls / Exploring the Topic / Day 1	Choice Time
		Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud

State ID	State Text	Investigation Day	Time of Day
	State Text	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	11000711000
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	11000711000
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	Read Aloud
		school? / Day 1	Read Aloud
			Read Albud
		Beginning the Year / What names do we need to know at	Dood Moud
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	D J.Al. J
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	D 141 1
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud

State ID	State Text	Investigation Day	Time of Day
טו	State Text	Buildings / What are buildings made of? What makes them	Tillle of Day
		strong? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 1	Read Aloud
		Buildings / What are buildings made of? What makes them	Read Aloud
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		Buildings / Celebrating Learning / Day 1	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / Exploring the Topic / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 3	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	1100011000
		community? / Day 3	Read Aloud
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 1	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		,	
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 5	Read Aloud
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 2	Read Aloud

State ID	State Text	Investigation Day	Time of Day
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Trees / How do trees change? / Day 4	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Trees / What can we do with parts of trees? / Day 1	Read Aloud
		Trees / What can we do with parts of trees? / Day 3	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / Exploring the Topic / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / What are the features of clothes? / Day 4	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / Celebrating Learning / Day 2	Read Aloud

State ID	State Toys	Investigation Day	Time of Day
עו	State Text	Investigation Day Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Time of Day Read Aloud
		Balls / What are balls made of? / Day 1	Read Aloud
		Dails / What are bails made of: / Day 1	rtoad Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	With prompting and support, identify the main topic/idea		
	and express some details through play (e.g., dramatic		
	play, art, writing, math, blocks, science, music, and/or		
	manipulatives).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group Roundu
		Trees / What food comes from trees? / Day 5	Choice Time
		Balls / What makes balls move? / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 1	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 4	Read Aloud
	With guidance and support, identify the connections		
	between self and events in printed materials (e.g.,		
	comparing hats from different cultures with hats people		
	wear in child's life).	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time

State	di Tedi Cid Cilidicii		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / What can we do with parts of trees? / Day 1	Read Aloud
		Trees / What can we do with parts of trees? / Day 3	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		·	
		Clothes / What special clothes do people wear for work? / Day	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud

State ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	Craft and Structure		
	With guidance and support, exhibit curiosity about		
	words in a variety of texts (e.g., magazines, word walls,		
	classroom labels).	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Balls / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group Roundu
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 4	Large Group
		Trees / What food comes from trees? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group Roundu
		Clothes / Exploring the Topic / Day 5	Large Group Roundu
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do people make clothes? / Day 1	Large Group
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundu

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
			_
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
			O T.
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Daduca Davisa Daguela / What do nacela throw away? / Dav 2	Large Crave Davidue
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
	With guidance and support, recognize how books are	workers do there! / Day 3	Large Group
	read and identify the front cover, back cover, and title		
5	page of a book.	Beginning the Year / What are our rules? / Day 5	Choice Time
	page of a book.	Degitiffing the real / what are our raises: / Day o	Onoice mine
		Beginning the Year / When do things happen at school? / Day 3	Large Group
		Beginning the Year / How do we make and keep friends? How	_a.go
		can we be part of a group? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / Celebrating Learning / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do people make clothes? / Day 2	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	With guidance and support, identify the terms "author"		
6	and "illustrator."	Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Trees / Exploring the Topic / Day 1	Choice Time
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
	Integration of Knowledge and Ideas		
	With guidance and support, make connections between self and real life experiences as they relate to		
7	classroom books.	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud

State ID	State Text	Investigation Day	Time of Day
טו	State Text	Beginning the Year / What names do we need to know at	Time or Day
		school? / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	Nead Aloud
		at school? / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Deginning the real / what are our raies: / Day 2	Ttodd / tiodd
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day 3	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / What can we do with parts of trees? / Day 1	Read Aloud
		Trees / What can we do with parts of trees? / Day 3	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Read Aloud
8	No developmentally appropriate standard	workers do there: 7 Day 5	Nead Aloud
9	No developmentally appropriate standard		
•	Range of Reading and Level of Text		
	Complexity		
	With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art,		
10	writing, math, blocks, science, music, manipulatives).	Balls / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud

State	Thice and real ela elimination		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
	Reading Standards: Foundational Skills		
	Print Concepts		
	With guidance and support, demonstrate basic features of print.		
	Recognize that spoken words can be written and		
a	convey meaning.	Beginning the Year / Who works at our school? / Day 4	Choice Time
-	- Control of the Cont	Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
_	December and name came latters in their first variety	Designation the Veer / Whe wants at our calculation	Chaine Time
)	Recognize and name some letters in their first name.	Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	Dood Moud
		strong? / Day 3	Read Aloud
		Clothes / Celebrating Learning / Day 1	Large Group
		Trees / Exploring the Topic / Day 3	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud

State ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundu
		Trees / What food comes from trees? / Day 5	Read Aloud
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Recognize some numbers.	Buildings / Exploring the Topic / Day 5	Read Aloud
		Buildings / Celebrating Learning / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		Clothes / What are the features of clothes? / Day 2	Choice Time
	Recognize that print moves from left to right, top to	,	
	bottom, and page by page.	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Balls / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / When do things happen at school? / Day 3	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group Roundur

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	Large Group Roundup
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
	Phonological Awareness	womened do there: / Day o	Large Group
	With guidance and support, demonstrate an emerging	Reduce, Reuse, Recycle / How can we create less trash? / Day	
2	understanding of spoken words and sounds.	2	Mighty Minutes

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Mighty Minutes
	Engage in language/verbal play (e.g., sound patterns,		
а	rhyming patterns, songs).	Balls / Celebrating Learning / Day 1	Read Aloud
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	3. 2. 2. 4
		Where do they come from? / Day 3	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 5	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Mighty Minutes
	Explore and recognize rhyming words (e.g., using		3 y
	songs, finger plays, nursery rhymes, imitation, poetry,		
b	and conversation).	Balls / Celebrating Learning / Day 1	Read Aloud
	,	Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 1	Large Group Roundup

State ID	e State Text	Investigation Day	Time of Day
עו	State Text	Investigation Day Beginning the Year / What sounds do we hear at school?	Time or Day
		Where do they come from? / Day 3	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	Nead Aloud
		other places look like? / Day 3	Large Group Roundur
		Balls / Do all balls roll? / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 5	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
-			
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Mighty Minutes
	Recognize environmental sounds (e.g., trains, cars,	Beginning the Year / What sounds do we hear at school?	
	police sirens, clocks ticking, dogs barking).	Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundur
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundur
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group
		Trees / What food comes from trees? / Day 3	Large Group Roundur
-		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
	Recognize sound patterns and repeat them (e.g.,		
	clapping, stomping, patting).	Clothes / How do people make clothes? / Day 2	Mighty Minutes
		Clothes / What special clothes do people wear for work? / Day	3 Choice Time

State ID	State Text	Investigation Day	Time of Day
עו		investigation day	Tillle Of Day
	With guidance and support, demonstrate emergent		
	phonological awareness skills (e.g., recognize first	Decimal the Veer / M/he works at aux eahael? / Dev 4	Chaine Time
	name in print).	Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	Deed Ale d
		strong? / Day 3	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
	Fluency		
	Mith guidenes and current display arrays to disp		
	With guidance and support, display emergent reading	Dalla / E. alada a dia Taria / Da. A	Obstantian
	behavior through pretend reading and picture reading.	Balls / Exploring the Topic / Day 1	Choice Time
		Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	_
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
			Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	Writing Standards		
	Text Types and Purposes		

State	The did four four of official		
ID	State Text	Investigation Day	Time of Day
	With guidance and support, explore and experiment		
	with a combination of written representations (e.g.,		
	scribbling or drawing) to represent stories, experiences,	Reduce, Reuse, Recycle / How do trash and garbage affect our	
1	or ideas.	community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Choice Time
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time

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State	• · · •		
ID	State Text	Investigation Day	Time of Day
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 4	Large Group
		Trees / What can we do with parts of trees? / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 5	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
2	No developmentally appropriate standard		
3	No developmentally appropriate standard		
	Production and Distribution of Writing		
4	No developmentally appropriate standard		
5	No developmentally appropriate standard		

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, begin to experiment with a wide variety of fine motor materials and to hold age-appropriate writing instruments (e.g., paint brushes,		
	markers, large crayons, large pencils) to develop eye-		
6	hand coordination.	Clothes / What are the features of clothes? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
	Research to Build and Present Knowledge		
7	No developmentally appropriate standard		
8	No developmentally appropriate standard		
9	No developmentally appropriate standard		
	Range of Writing		
10	No developmentally appropriate standard		
	Speaking and listening standards		
	Comprehension and Collaboration		
	With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one		
1	interactions).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5 Reduce, Reuse, Recycle / How can we create less trash? / Day	Large Group Roundup
		1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Balls / What are balls made of? / Day 4	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
	Be	eginning the Year / What names do we need to know at	
		hool? / Day 1	Read Aloud
	Be	eginning the Year / What names do we need to know at	
		chool? / Day 1	Large Group Roundup
	Be	eginning the Year / What names do we need to know at	
		chool? / Day 2	Choice Time
	Be	eginning the Year / What names do we need to know at	
	sc	hool? / Day 2	Large Group Roundup
	Be	eginning the Year / What names do we need to know at	
	so	chool? / Day 3	Large Group Roundup
	Be	eginning the Year / What names do we need to know at	
	sc	chool? / Day 4	Large Group Roundup
	Be	eginning the Year / What names do we need to know at	
		hool? / Day 5	Large Group Roundup
	Be	eginning the Year / What should we do if we get sad or scared	
		school? / Day 1	Large Group
	Be	eginning the Year / What should we do if we get sad or scared	
	at	school? / Day 1	Large Group Roundup
	Ве	eginning the Year / What should we do if we get sad or scared	
		school? / Day 2	Large Group
	Be	eginning the Year / What should we do if we get sad or scared	
	at	school? / Day 2	Read Aloud
	Ве	eginning the Year / What should we do if we get sad or scared	
	at	school? / Day 2	Large Group Roundup
	Ве	eginning the Year / What should we do if we get sad or scared	
	at	school? / Day 3	Large Group Roundup
	Be	eginning the Year / What are our rules? / Day 1	Large Group Roundup
	Be	eginning the Year / What are our rules? / Day 2	Large Group Roundup
	Be	eginning the Year / What are our rules? / Day 3	Large Group Roundup
	Be	eginning the Year / What are our rules? / Day 4	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	Choice Time
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	Laigo Oroap Moundap
		Where do they come from? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	1 O D 1
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	OL : T'
		Where do they come from? / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group
		Trees / Exploring the Topic / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 3	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 5	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Clothes / How is cloth made? / Day 3	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / Celebrating Learning / Day 1	Read Aloud
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	With guidance and support, demonstrate understanding of information by asking and answering questions and		
2	responding to directions.	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Large Group
		Beginning the Year / What names do we need to know at school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	-
		Where do they come from? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 5	Large Group

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ID	State Text	Investigation Day	Time of Day
		T ()40 + () () () () ()	
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / D	ay 3 Large Group
		Clothes / What other special clothes do people wear? / Day	3 Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group

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ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group Roundup
	With guidance and support, ask and answer questions		
	in order to seek help, get information, or clarify		
3	something that is not understood.	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group
		Della (Milatara Lalla van la 160 / Da . 5	Lanca Octava Daniela
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 4	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Deginning the Tear / Who works at our school: / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	3
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	3
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		D. T.F. and (Miller) Income and the last T.F. and O. / Dec. 4	L O D L
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	L a mar O
		community? / Day 5 Trees / What are the characteristics of the trees in our	Large Group
			Read Aloud
		community? / Day 5 Trees / Who lives in trees? / Day 5	Large Group
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees: / Day 1	Official Fifther
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Dalle / Title deed balle. / Day 1	Laigo Oloap
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
			2. 3. 2.2.2h
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
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		Balls / Who uses balls? / Day 1	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Exploring the Topic / Day 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
			_
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		B # ///	
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		workers do there? / Day 1	Large Group Roundup
	Presentation of Knowledge and Ideas	workers do there: / Day 1	Large Group Roundup
	_		
١,	With guidance and support, describe familiar people,	Della / Englacia di a Tania / Da A	1
4	places, things, and events.	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	Laura Ouarus Darradus
		community? / Day 1	Large Group Roundup
		Palla / What are hallo made of? / Day ?	Lorgo Croup Doug due
		Balls / What are balls made of? / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
I		balls / Exploring the Topic / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Beginning the Year / What names do we need to know at	Large Group
		school? / Day 2	Choice Time
		Balls / Exploring the Topic / Day 4	Large Group
		Beginning the Year / What names do we need to know at	Large Group
			Lorgo Croup
		school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 3	
		Buildings / Who builds buildings? What tools do they use? / Day 4	
		Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup

State ID		Investigation Day	Time of Day
וט	State Text	Investigation Day	Time of Day
		Trees / Exploring the Topic / Day 3	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Balls / Who uses balls? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
5	No developmentally appropriate standard	workers do there. 7 Day 1	Large Group Roundap
	With guidance and support, demonstrate an emergent		
6	ability to express thoughts, feelings, and needs clearly.	Balls / Exploring the Topic / Day 1	Large Group
	датану то от разовате и дану то от документо и от от от от от от от от от от от от от	Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	'
		community? / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup
		Balls / What are balls made of? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Beginning the Year / What names do we need to know at school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
		Balls / Exploring the Topic / Day 4	Large Group
		Beginning the Year / What names do we need to know at school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
	0.000 1000	Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	Large Group Roundup
		Buildings / What are buildings made of? What makes them strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 3	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup

State	Three did four fedi Gid Grindren		
ID	State Text	Investigation Day	Time of Day
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
			Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
	Language Standards		
	Conventions of Standard English		
1	With guidance and support, demonstrate age appropriate standard English.		
а	Ask and answer questions.	Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup

State	and Four Tear Old Crimaters		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 2	Large Group Roundup

State	A		
ID	State Text	Investigation Day	Time of Day
		Trees / Who takes care of trees? / Day 1	Choice Time
		T ()All 1 (1 0 / D 1	
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / D	ay 3 Large Group
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Da	ay 1 Large Group Roundup

State	:		
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
а	Ask and answer questions.	workers do there? / Day 1	Large Group Roundup
b	Use simple prepositions (e.g., in, out, on, off).	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Trees / How do trees change? / Day 0	Outdoor Experiences
		Clothes / How is cloth made? / Day 2	Large Group
	Uses proper words instead of slang or "motherese"		
С	(e.g., "baby talk").	Balls / Exploring the Topic / Day 2	Small Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Trees / Who takes care of trees? / Day 3	Large Group Roundup
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
2	No developmentally appropriate standard		
	Knowledge of Language		
3	No developmentally appropriate standard		
	Vocabulary Acquisition and Use		
	With guidance and support, demonstrate developing vocabulary with the majority of words spoken being		
4	understood by adults and peers.	Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time

	Thice and real cla children		
State			
ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / What happens inside buildings? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Choice Time
		·	
		Trees / How do trees change? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / How is cloth made? / Day 2	Large Group
		'	3. 2
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group Roundup
	With guidance and support, explore word relationships		
	and word meanings by sorting common objects into		
	categories (e.g., shapes, foods) to gain a sense of the	Reduce, Reuse, Recycle / How do trash and garbage affect our	
5	concepts the categories represent.	community? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Exploring the Topic / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	: 3: 2::3F::311@#P
		school? / Day 4	Large Group
		Beginning the Year / What names do we need to know at	3
		school? / Day 4	Mighty Minutes
		Balls / Exploring the Topic / Day 4	Choice Time

State ID	State Text	Investigation Day	Time of Day
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 1	Choice Time
		Balls / Do all balls bounce? / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our community? / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	Large Croup
		community? / Day 5	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group
		Trees / How do trees change? / Day 5	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / Exploring the Topic / Day 3	Small Group
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Large Group
		Clothes / How is cloth made? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day	1 Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 2	Large Group
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group
	With guidance and support, use words and phrases		
	acquired (e.g., conversations, experiences, shared		
6	reading, being read to).	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group Roundup
		Balls / What are balls made of? / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Balls / Exploring the Topic / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Duildings (M/hat hannans inside huildings) / David	Laura Cuarra Darradora
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	Larga Craun
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	Larga Craun
		community? / Day 5 Trees / What are the characteristics of the trees in our	Large Group
			Dood Moud
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		·	
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group

State	and Four Four Old Official		
ID	State Text	Investigation Day	Time of Day
		Trees / Who takes care of trees? / Day 3	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clouded / Exploring the Topie / Day o	Largo Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group Roundup
	Reading standards for literature		
K	Cey Ideas and Details		

State ID	State Text	Investigation Day	Time of Day
	With prompting and support, ask and/or answer		
	questions with details related to a variety of print		
	materials (e.g., ask "What is the duck doing?" or		
	respond to "Tell me about the duck").	Balls / Exploring the Topic / Day 1	Choice Time
	, ,	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Read Aloud
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud

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ID	State Text	Investigation Day	Time of Day
	Otato 10At	Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 4	Read Aloud
			1100007110000
		Beginning the Year / When do things happen at school? / Day 1	Read Aloud
		2-ogmilg the year, thier as timige happen at earlies, year,	1100007110000
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		gg	
		Beginning the Year / When do things happen at school? / Day 3	Read Aloud
		Beginning the Year / Who works at our school? / Day 2	Read Aloud
		Beginning the Year / Who works at our school? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud

State	and Four Four Old Official		
ID	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 1	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Large Group
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / Exploring the Topic / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 3	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Read Aloud
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 1	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		Trees / What food comes from trees? / Day 5	Read Aloud

State ID	State Text	Investigation Day	Time of Day
	State Text	Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Trees / How do trees change? / Day 4	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Trees / What can we do with parts of trees? / Day 1	Read Aloud
		Trees / What can we do with parts of trees? / Day 3	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / Exploring the Topic / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / What are the features of clothes? / Day 4	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversation, drama, props throughout the classroom, creative movement, art, and creative		
	writing).	Balls / What are balls made of? / Day 5	Read Aloud
	- C/	Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 1	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 5	Choice Time
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
	With prompting and support, identify some characters,	Reduce, Reuse, Recycle / How do trash and garbage affect our	
	settings, and/or major events in a story.	community? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud

State	The and four rear old officials.		
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
	1		Read Aloud
	R	Reduce, Reuse, Recycle / How can we create less trash? / Day	
	2		Read Aloud
	B	salls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	1100007110000
		t school? / Day 2	Read Aloud
		t doniedi. 7 Day 2	1 todd 7 tiodd
	P	seginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	1 todd 7 tiodd
		an we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	Cholog Timo
		Where do they come from? / Day 3	Read Aloud
		Beginning the Year / What sounds do we hear at school?	1 todd 7 tiodd
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
	4	,	Read Aloud
	B	salls / Do all balls roll? / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Large Group
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		rees / What are the characteristics of the trees in our	
		ommunity? / Day 3	Read Aloud
		salls / Do all balls roll? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / Exploring the Topic / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
	Craft and Structure		
4	Exhibit curiosity and interest in learning words in print.		
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
а	Develop new vocabulary from stories.	community? / Day 1	Large Group
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Beginning the Year / What names do we need to know at school? / Day 3	Read Aloud
		Trees / Who lives in trees? / Day 5	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
	I .	<u> </u>	

State ID	State Text	Investigation Day	Time of Day
	Identify environmental print (e.g., word wall, class		
b	dictation).	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Balls / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 4	Large Group
		Trees / What food comes from trees? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group Roundur
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup

State ID	e State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Large Group
	With prompting and support, interact with common		
	types of texts (e.g., fantasy; factual; animals; books		
	about people demonstrating racial, cultural, age,		
5	gender, and ability diversity).	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group
		Trees / Who lives in trees? / Day 1	Large Group
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	With prompting and support, identify the role of the		
6	author and illustrator.	Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group

State	The did four real old children		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Trees / Exploring the Topic / Day 1	Choice Time
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
	Integration of Knowledge and Ideas		
	With prompting and support, make connections among		
	self, illustrations, and the story (e.g., picture walk, small		
7	group questions and answers, props in drama).	Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Trees / Who lives in trees? / Day 2	Read Aloud
		·	
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Balls / What are balls made of? / Day 1	Read Aloud
	(Not appropriate for literature as indicated in the CCSS	·	
8	for ELA.)		
	With prompting and support, compare and contrast		
	adventures and experiences of characters in familiar		
	stories (e.g., how are two stories similar and/or		
9	different).	Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud

State	Three- and Four-Tear-Old Children		
State ID	State Text	Investigation Day	Time of Day
עו	State Text	Investigation Day Beginning the Year / How do we make and keep friends? How	Time of Day
			Choice Time
		can we be part of a group? / Day 4	
		Buildings / What happens inside buildings? / Day 5	Large Group Read Aloud
		Buildings / What happens inside buildings? / Day 5	Read Aloud
	Range of Reading and Level of Text		
	Complexity		
	Actively engage in a variety of shared reading		
	experiences (e.g., small group, whole group, with a		
	peer or teacher) with purpose and understanding		
	through extension activities (e.g., art activities, dramatic		
)	play, creative writing, movement).	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		s / Exploring the Topic / Day 4	Read Aloud
	Beg	inning the Year / What should we do if we get sad or scared	
	at s	chool? / Day 2	Read Aloud
	Beg	inning the Year / What are our rules? / Day 4	Read Aloud
	Beg	inning the Year / When do things happen at school? / Day 2	Read Aloud
	Beg	inning the Year / How do we make and keep friends? How	
	can	we be part of a group? / Day 2	Read Aloud
	Beg	inning the Year / How do we make and keep friends? How	
		we be part of a group? / Day 4	Choice Time
	Beg	inning the Year / How do we make and keep friends? How	
	can	we be part of a group? / Day 4	Read Aloud
		inning the Year / What sounds do we hear at school?	
	Whe	ere do they come from? / Day 3	Read Aloud
		inning the Year / What sounds do we hear at school?	
		ere do they come from? / Day 4	Read Aloud
		dings / Exploring the Topic / Day 1	Read Aloud
	Ball	s / Do all balls bounce? / Day 2	Read Aloud
		dings / Exploring the Topic / Day 2	Read Aloud
		dings / Exploring the Topic / Day 3	Read Aloud
		dings / Exploring the Topic / Day 4	Read Aloud
		dings / What do the buildings in our neighborhood and in	
		er places look like? / Day 2	Read Aloud
	Buil	dings / Who builds buildings? What tools do they use? / Day	
	1		Read Aloud
	Buil	dings / Who builds buildings? What tools do they use? / Day	
	2		Read Aloud
	Buil	dings / Who builds buildings? What tools do they use? / Day	
	4		Read Aloud
		s / Do all balls roll? / Day 1	Read Aloud
		dings / What happens inside buildings? / Day 4	Read Aloud
		es / Exploring the Topic / Day 1	Choice Time
		es / Exploring the Topic / Day 3	Read Aloud
	Tree	es / Exploring the Topic / Day 4	Read Aloud

State ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Read Aloud
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / Who lives in trees? / Day 1	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group Roundu
		Trees / What food comes from trees? / Day 5	Read Aloud
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Trees / How do trees change? / Day 4	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / Exploring the Topic / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / What are the features of clothes? / Day 4	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 2	Read Aloud

te)	State Text	Investigation Day	Time of Day
	State Text	Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	Decidale d
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Read Aloud
Reading S	Standards for Information	al Text	
	and Details		

State			
ID	State Text	Investigation Day	Time of Day
	With prompting and support, ask and/or answer		
	questions with details related to a variety of		
	informational print materials (e.g., charts, graphs, maps,		
1	lists, and other reference materials).	Balls / Exploring the Topic / Day 1	Choice Time
		Balls / Exploring the Topic / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
2	With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud

State ID	State Text	Investigation Day	Time of Day
	State Text	Beginning the Year / How do we make and keep friends? How	Time of Bay
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 1	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Large Group
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Read Aloud
		Balls / Do all balls roll? / Day 3	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
	With prompting and support, demonstrate the		
	connections among individuals, events, ideas, or pieces		
	of information in a text (e.g., art, dramatic play, creative		
3	writing, conversation).	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 1	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 5	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / Who lives in trees? / Day 1	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Clothes / Exploring the Topic / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	Craft and Structure		
	Exhibit curiosity and interest about words in a variety of		
4	informational texts.	Balls / Exploring the Topic / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Balls / Exploring the Topic / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Balls / What are balls made of? / Day 4	Read Aloud
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	With prompting and support, identify the front cover,		
5	back cover, and title page of a book.	Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Trees / Exploring the Topic / Day 1	Choice Time
		Balls / What makes balls move? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	With prompting and support, identify the role of the		
6	author and illustrator in informational text.	Beginning the Year / What are our rules? / Day 5	Choice Time
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What happens inside buildings? / Day 5	Large Group Roundup
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / What food comes from trees? / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / What are the features of clothes? / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	Integration of Knowledge and Ideas		
	With prompting and support, make connections		
7	between self and text and/or information and text.	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud

tate ID	State Text	Investigation Day	Time of Day
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud

State ID	state Text	Investigation Day	Time of Day
	Stato 15At	Reduce, Reuse, Recycle / Where does trash go? What do	I illio oi buy
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	With prompting and support, explore the purpose of the	·	
	informational text as it relates to self.	Balls / Exploring the Topic / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Balls / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Read Aloud
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	With prompting and support, identify similarities and		
	differences in illustrations between two texts on the	Beginning the Year / How do we make and keep friends? How	
	same topic.	can we be part of a group? / Day 4	Choice Time
		Trees / Who lives in trees? / Day 2	Read Aloud
	Range of Reading and Level of Text Complexity		

State	State Text	Investigation Day	Time of Day
יטו	With prompting and support, actively engage in a	ilivestigation day	Time of Day
	variety of shared reading experiences (e.g., small		
	group, whole group, with a peer or teacher) with		
	purpose and understanding through extension activities		
	(e.g., experiments, observations, topic studies,		
10	conversations, illustrated journals).	Pollo / Evaloring the Tonio / Dov 2	Read Aloud
10	conversations, illustrated journals).	Balls / Exploring the Topic / Day 2 Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1 Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	
			Large Group Read Aloud
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	Deed Mand
		Darling David David (Howard was a sector loss treels (David	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	Deed Marri
		Dalla (Milant ara halla manda afo / Davi o	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 5	Read Aloud
		Balls / Celebrating Learning / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Read Aloud
		Beginning the Year / What are our rules? / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud

State ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	,
		can we be part of a group? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Balls / Do all balls bounce? / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 2	Read Aloud
		Buildings / Exploring the Topic / Day 4	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Balls / Do all balls roll? / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 1	Choice Time
		Trees / Exploring the Topic / Day 3	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Read Aloud
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / Who lives in trees? / Day 1	Large Group
		Trees / Who lives in trees? / Day 2	Read Aloud
		Trees / Who lives in trees? / Day 4	Read Aloud
		Balls / What makes balls move? / Day 1	Read Aloud

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ID	State Text	Investigation Day	Time of Day
	2 2222 2 2222	Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		·	
		Trees / What food comes from trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 5	Read Aloud
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Balls / What makes balls move? / Day 2	Read Aloud
		Trees / Who takes care of trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 1	Read Aloud
		Trees / How do trees change? / Day 2	Read Aloud
		Trees / How do trees change? / Day 4	Read Aloud
		Trees / How do trees change? / Day 5	Read Aloud
		Trees / Celebrating Learning / Day 1	Read Aloud
		Clothes / Exploring the Topic / Day 2	Read Aloud
		Clothes / Exploring the Topic / Day 4	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Read Aloud
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / What are the features of clothes? / Day 4	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / How is cloth made? / Day 3	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 4	Read Aloud

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Olathan (Milest other procini plathan de manula conserva (Dec. O	Deed Mand
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / Celebrating Learning / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Read Aloud
		Deduce Develo Desvelo (M/bet de neerle threw every) / Dev 2	Dood Moud
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	D 141 1
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Read Aloud
	Reading Standards: Foundational Skills		
	Print Concepts		
	With prompting and support, demonstrate		
1	understanding of conventions of print.		
	Recognize an association between spoken and written		
а	words.	Beginning the Year / Who works at our school? / Day 4	Choice Time
-		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
	Recognize that the letters of the alphabet are a special		3
	category of visual graphics that can be individually	Reduce, Reuse, Recycle / How do trash and garbage affect our	
	named.	community? / Day 2	Choice Time
-		Balls / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 5	Choice Time
		Buildings / What is special about our building? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
שו	State Text	investigation day	Time of Day
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 4	Large Group
		Dullulings / What happens inside buildings: / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
	Recognize and name some upper- and lower-case		
	letters of the alphabet, especially those in own name.	Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	Read Aloud
		strong? / Day 3 Clothes / Celebrating Learning / Day 1	Large Group
		<u> </u>	Read Aloud
		Trees / Exploring the Topic / Day 3	
		Trees / Exploring the Topic / Day 4 Trees / What are the characteristics of the trees in our	Read Aloud
		community? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 5	Read Aloud
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group
		Clothes / How is cloth made? / Day 3	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What special clothes do people wear for work? / Day 5	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	
d	Differentiate letters from numbers.	strong? / Day 4	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 3	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
	Recognize words as a unit of print and understand that	The state of the s	ge evenp
е	letters are grouped to form words.	Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	_
		strong? / Day 5	Large Group Roundup
		Trees / What are the characteristics of the trees in our	_
		community? / Day 5	Large Group
	Understand that print moves from left to right, top to		
f	bottom, and page by page.	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Balls / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 5	Choice Time

State ID	State Text	Investigation Day	Time of Day
		Besite in the Very (Miles et al. in the second et al. e. 10 / Bes	
		Beginning the Year / When do things happen at school? / Day 3	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 1	Large Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 2	Large Group
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How is cloth made? / Day 3	Large Group
		Clather / M/s at ather as a sight slather de manufacture 2 / Day 2	Laura Orana Da
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group

State ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
			_
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Large Group
	Understand that words are separated by spaces in		
	print.	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Balls / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What are our rules? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 4	Large Group
		Trees / What food comes from trees? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group Roundur
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How is cloth made? / Day 3	Large Group
		Cioures / How is ciour made: / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
	Phonological Awareness		
2	With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.		
	Engage in language play (e.g., sound patterns, rhyming patterns, songs).	Balls / Celebrating Learning / Day 2	Read Aloud
а	patterns, sorigs).	Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 5	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Mighty Minutes

State			
ID	State Text	Investigation Day	Time of Day
	Explore and recognize rhyming words (e.g., using		
	songs, finger plays, nursery rhymes, imitation, poetry,		
b	and conversation).	Balls / Celebrating Learning / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Read Aloud
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 5	Read Aloud
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Mighty Minutes
	Demonstrate awareness of the relationship between	Reduce, Reuse, Recycle / How can we create less trash? / Day	
С	sounds and letters.	2	Mighty Minutes
		Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Mighty Minutes
	Demonstrate an understanding of syllables in words		
	(units of sound) by clapping, stomping, and finger		
d	tapping.		Choice Time
		Balls / What are balls made of? / Day 1	Read Aloud
	With prompting and support, isolate and pronounce the	Buildings / What are buildings made of? What makes them	
е	initial sounds in words.	strong? / Day 5	Large Group Roundup

State	Thice and four rear old offinaren		
ID	State Text	Investigation Day	Time of Day
		Trees / What food comes from trees? / Day 4	Large Group
		Clothes / How do people make clothes? / Day 1	Mighty Minutes
		Balls / Who uses balls? / Day 4	Choice Time
f	Demonstrate an awareness of ending sounds in words.	Trees / What food comes from trees? / Day 4	Large Group
		Balls / Who uses balls? / Day 4	Choice Time
	With prompting and support, demonstrate emergent		
3	phonics and word analysis skills.		
а	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Mighty Minutes
	, ,	Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
	Recognize own name, environmental print, and some		
b	common high-frequency sight words.	Balls / Exploring the Topic / Day 1	Large Group
	0 , , 0	Reduce, Reuse, Recycle / How do trash and garbage affect our	
i		community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Balls / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
ł		school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 4	Choice Time
		Beginning the Year / How do we make and keep friends? How	
l		can we be part of a group? / Day 4	Large Group
		Buildings / What are buildings made of? What makes them	-
1		strong? / Day 3	Read Aloud
		Buildings / What is special about our building? / Day 2	Large Group
		Buildings / What is special about our building? / Day 2	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group

State ID	State Text	Investigation Day	Time of Day
	State 15At	Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Large Group
		Trees / Exploring the Topic / Day 4	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group Roundup
		Clothes / Exploring the Topic / Day 5	Large Group Roundup
-		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 2 Clothes / Celebrating Learning / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1 Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
	Fluency	workers do there? / Day 3	Large Group
	liuciicy		
	Display emergent reading behavior with purpose and		
4	understanding (e.g., pretend reading, picture reading).	Balls / Exploring the Topic / Day 1	Choice Time
	3,1 3,1	Beginning the Year / What are our rules? / Day 5	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Choice Time
		Buildings / Exploring the Topic / Day 3	Read Aloud
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Read Aloud
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Large Group
		Trees / Exploring the Topic / Day 1	Choice Time
		Clothes / Exploring the Topic / Day 2	Choice Time
		Clothes / How do we take care of our clothes? / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
	Writing Standards		
	Text Types and Purposes		
	With prompting and support, recognize that writing is a		
1	way of communicating for a variety of purposes.		
	Explore and experiment with a combination of written		
	representations (e.g., scribbles, drawings, letters, and	Reduce, Reuse, Recycle / How do trash and garbage affect our	
а	dictations) to express an opinion.	community? / Day 2	Choice Time
		Balls / What are balls made of? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 2	Choice Time
		Duildings / M/Latic as a siel about our buildings / Day 9	Laura Oracia Baccadora
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Clothes / Exploring the Topic / Day 4	Large Group
	Explore and experiment with a combination of written		J 1
	representations (e.g., scribbles, drawings, letters, and	Beginning the Year / What names do we need to know at	
b	dictations) and describe their writing.	school? / Day 3	Choice Time

State ID	State Text	Investigation Day	Time of Day
שו	State Text	Investigation Day Beginning the Year / What names do we need to know at	Time of Day
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	Choice fillie
		school? / Day 5	Choice Time
		Beginning the Year / What should we do if we get sad or scared	Choice fillie
		at school? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	Choice Time
		can we be part of a group? / Day 3	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	Obstantisms
		4	Choice Time
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 4	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
С	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	Reduce, Reuse, Recycle / How can we create less trash? / Day	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 4	Read Aloud
		Beginning the Year / What names do we need to know at	O
		school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at school? / Day 4	Choice Time
		Beginning the Year / What should we do if we get sad or scared	0110100 111110
		at school? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	OHOIGO TITIC
		Where do they come from? / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / What is special about our building? / Day 2	Large Group Roundup

State	Thice and four real old offinition		
ID	State Text	Investigation Day	Time of Day
	State Text	investigation bay	Time of Bay
		Balls / What makes balls move? / Day 1	Large Group Roundup
		Ballo / What Makee Ballo Meve. / Bay 1	Large Croup Rearraup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 4	Large Group
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 5	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
2	No developmentally appropriate standard		
3	No developmentally appropriate standard		
	Production and Distribution of Writing		
4	No developmentally appropriate standard		
	With guidance and support, respond to		
	questions/suggestions and add details to strengthen	Reduce, Reuse, Recycle / How do trash and garbage affect our	
5	illustrations and/or creative writing as needed.	community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Read Aloud
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Choice Time

State	9		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 4	Large Group
		Clothes / How do people make clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 5	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	With prompting and support, explore a variety of tools		
	(e.g., digital media, art materials) to collaboratively	Beginning the Year / How do we make and keep friends? How	
6	produce and publish creative writing.	can we be part of a group? / Day 1	Small Group
		Buildings / Celebrating Learning / Day 1	Choice Time
		Trees / Exploring the Topic / Day 2	Small Group
		Trees / How do trees change? / Day 5	Choice Time
	Research to Build and Present Knowledge		

State			
ID	State Text	Investigation Day	Time of Day
	With prompting and support, participate in shared		
	research and projects through emergent written		
	representation (e.g., explore a number of books by a		
	favorite author on the same topic) and express opinions		
7	about them.	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group
		Balls / What are balls made of? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 0	Outdoor Experiences
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 5	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Large Group
		Balls / Do all balls bounce? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Balls / Do all balls roll? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 1	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group Roundup
		Balls / Do all balls roll? / Day 1	Small Group
		Balls / Do all balls roll? / Day 2	Large Group
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Buildings / Celebrating Learning / Day 2	Choice Time
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Large Group

State ID	State Text	Investigation Day	Time of Day
	3.2.0 1 3.1.	Trees / Exploring the Topic / Day 5	Large Group
		Trees / Exploring the Topic / Day 5	Large Group Roundup
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 2	Choice Time
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group Roundup
		Trees / What food comes from trees? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / How do trees change? / Day 5	Large Group
		Trees / Flow do trees change: / Day 5	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundur
		Trees / Celebrating Learning / Day 1	Large Group
		Trees / Celebrating Learning / Day 1	Choice Time
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundur
		Clothes / Exploring the Topic / Day 5	Large Group
		Balls / Who uses balls? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 4	Large Group
		Clothes / How is cloth made? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day	1 Large Group
		Clothes / What special clothes do people wear for work? / Day	4 Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Clothes / Celebrating Learning / Day 2	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Celebrating Learning / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Group
		workers do there? / Day 1	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	_a.go
		workers do there? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	_a.go o.oup .touaup
		workers do there? / Day 3	Large Group
	With prompting and support, recall information from	,	
8	experiences to answer questions.	Balls / Exploring the Topic / Day 2	Read Aloud
		Balls / What are balls made of? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 2	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 3	Large Group
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Large Group
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		2	Read Aloud
		Balls / What are balls made of? / Day 3	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud
		Balls / What are balls made of? / Day 4	Large Group
		Trees / What food comes from trees? / Day 0	Outdoor Experiences

State ID	State Text	Investigation Day	Time of Day
	State Text	Balls / Exploring the Topic / Day 3	Large Group
		zanor zrpromig mo repler zay e	_ago 0.0up
		Balls / Celebrating Learning / Day 1	Large Group Roundup
		<u> </u>	
		Balls / Celebrating Learning / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 4	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Mighty Minutes
		Beginning the Year / What are our rules? / Day 2	Read Aloud
		Beginning the Year / When do things happen at school? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Read Aloud
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 2	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group

State ID	State Text	Investigation Day	Time of Day
	01410 1041	Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group
		Buildings / What are buildings made of? What makes them	<u> </u>
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 3	Large Group
		Buildings / What happens inside buildings? / Day 4	Large Group
		Buildings / Celebrating Learning / Day 2	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / Exploring the Topic / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Balls / Do all balls roll? / Day 3	Read Aloud
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 3	Large Group
		Trees / Who lives in trees? / Day 3	Large Group Roundu
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / How do trees change? / Day 5	Large Group
		Trees / Celebrating Learning / Day 1	Large Group Roundu
		Trees / Celebrating Learning / Day 2	Choice Time

State	and Four Four Old Official		
ID	State Text	Investigation Day	Time of Day
	Otato Poxt	investigation bay	- Initia di Day
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 3	Choice Time
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Clothes / How do we take care of our clothes? / Day 1	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / How do people make clothes? / Day 5	Large Group
		Clothes / How is cloth made? / Day 1	Read Aloud
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 3	Large Group
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 1	Read Aloud
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		Clothes / What special clothes do people wear for work? / Day 5	Large Group
		Clothes / What other special clothes do people wear? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / What other special clothes do people wear? / Day 3	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Dadina Davia Daviala ////hat da nagala thann avenu // Davia	L
		Reduce, Reuse, Recycle / What do people throw away? / Day 2 Reduce, Reuse, Recycle / Where does trash go? What do	Large Group
		workers do there? / Day 1	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Group
		workers do there? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	Neau Alouu
		workers do there? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	Large Group
		workers do there? / Day 4	Choice Time
9	No developmentally appropriate standard	monors as allower, Eagle	
	Range of Writing		
10	No developmentally appropriate standard		
	Speaking and Listening Standards		
	Comprehension and Collaboration		
	With guidance and support, participate in collaborative		
	conversations about prekindergarten topics and texts		
1	with peers and adults in small and large groups.		
	Engage in prosocial conversations (e.g., turn-taking,		
	exchanging information, listening attentively, awareness		
а	of others' feelings).	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		(MII + 1 II + 1 10 / D + 4	
		/ What are balls made of? / Day 4	Large Group Roundup
		ning the Year / What names do we need to know at	
		ol? / Day 1	Large Group Roundup
		ning the Year / What names do we need to know at	
		ol? / Day 2	Choice Time
		ning the Year / What names do we need to know at	
		ol? / Day 2	Large Group Roundup
		ning the Year / What names do we need to know at	
		ol? / Day 3	Large Group Roundup
		ning the Year / What names do we need to know at	
		ol? / Day 4	Large Group Roundup
		ning the Year / What names do we need to know at	
	school	ol? / Day 5	Large Group Roundup
	Begir	ning the Year / What should we do if we get sad or scared	
	at sch	nool? / Day 1	Large Group Roundup
	Begir	ning the Year / What should we do if we get sad or scared	
	at sch	nool? / Day 2	Large Group Roundup
	Begir	ning the Year / What should we do if we get sad or scared	
		nool? / Day 3	Large Group Roundup
		•	1 1
	Begin	ning the Year / What are our rules? / Day 1	Large Group Roundup
		······································	
	Beair	ning the Year / What are our rules? / Day 2	Large Group Roundup
	30911		
	Begin	ning the Year / What are our rules? / Day 3	Large Group Roundup
		ining the real revitation our raiso. reay o	Laigo Oroap Moanaap
	Regin	ning the Year / What are our rules? / Day 4	Large Group Roundup
	Dogn	Thing the real / What are our raise. / Day +	Largo Group Roundup
	Regin	ning the Year / What are our rules? / Day 5	Large Group Roundup
	Degii	Thing the roat / What are our raics: / Day o	Large Group Roundup
	Regin	ning the Year / When do things happen at school? / Day 1	Large Group Roundun
	Degii	Thing the Teat / When do things happen at solibols / Day T	Large Group Roundup
	Rogin	ning the Year / When do things happen at school? / Day 2	Large Group Roundun
1	Degii	ining the real / which do things happen at school! / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	Laura Ouar a Daniel
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	Laura Orac - De
		Where do they come from? / Day 5	Large Group Roundup
		Duildings / Fundaring the Tania / Day 4	Lawa Craus Davis di
		Buildings / Exploring the Topic / Day 1	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		2	Large Group
		Trees / Fundaring the Tarris / Day 4	Laura Orania Dania dina
		Trees / Exploring the Topic / Day 4	Large Group Roundup
		Trees / What are the characteristics of the trees in our	Laura Ouavia Davia dina
		community? / Day 3	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Dalis / What makes balls move: / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 5	Large Group Roundup
		110007 Flow do tiodo onango. 7 Day o	zargo oroap rtoarraap
		Clothes / Exploring the Topic / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Clothes / How is cloth made? / Day 3	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group
		Clouded / Whole do we get our clouded. / Day 2	Largo Group
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	
		Clothes / Celebrating Learning / Day 2	Choice Time

State ID	State Text	Investigation Day	Time of Day
עו	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
b	Engage in extended conversations.	Reduce, Reuse, Recycle / How can we reuse junk? / Day 3	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 1	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 1	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Large Group Roundup
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 3	Large Group Roundup
		,	
		Beginning the Year / What are our rules? / Day 1	Large Group Roundup
		Beginning the Year / What are our rules? / Day 2	Large Group Roundup
		Beginning the Year / What are our rules? / Day 3	Large Group Roundup
		Beginning the Year / What are our rules? / Day 4	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 1	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 2	Large Group Roundup
		Beginning the Year / When do things happen at school? / Day 3	
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 1	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 2	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Read Aloud
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 4	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How can we be part of a group? / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group Roundup
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 3	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Large Group Roundup
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 1	Large Group Roundup
		Buildings / Exploring the Topic / Day 5	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 2	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 3	Large Group
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 4	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Large Group Roundup
		Trees / Who lives in trees? / Day 4	Large Group
		Trees / Who takes care of trees? / Day 3	Large Group
		Trees / How do trees change? / Day 2	Large Group
		Balls / What makes balls move? / Day 2	Large Group Roundup
		Trees / How do trees change? / Day 5	Large Group Roundup
		Clothes / What are the features of clothes? / Day 1	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / How is cloth made? / Day 3	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 2	Large Group
		,	
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 1	Large Group
		Clothes / What special clothes do people wear for work? / Day 1	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group Roundup
	With prompting and support, confirm understanding of	Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
	information presented orally, from read-alouds, or through other media by asking and answering questions		
2	about details.	Balls / What are balls made of? / Day 3	Large Group
		Balls / Exploring the Topic / Day 5	Large Group
		Beginning the Year / What are our rules? / Day 5	Large Group
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud
		Beginning the Year / What sounds do we hear at school?	Ohaina Tima
		Where do they come from? / Day 4 Balls / Do all balls roll? / Day 1	Choice Time Small Group
		Dalis / Do all Dalis foli: / Day f	Smail Group
		Trees / Exploring the Topic / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 1	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group
		Trees / Who lives in trees? / Day 4	Read Aloud
		Trees / How do trees change? / Day 4	Large Group

State ID	State Text	Investigation Day	Time of Day
	State Text	Clothes / How do we take care of our clothes? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		,	
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Balls / What are balls made of? / Day 2	Large Group
	With prompting and support, ask and answer questions		
	in order to seek help, get information, or clarify		
	something that is not understood.	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group
		Balls / What are balls made of? / Day 5	Large Group Roundu
		Balls / Celebrating Learning / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundu
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	_
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group

State ID	State Text	Investigation Day	Time of Day
		Buildings / Exploring the Topic / Day 5	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		,	
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		, , , , , , , , , , , , , , , , , , , ,	3
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 1	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
	Presentation of Knowledge and Ideas		
	With prompting and support, describe familiar people,		
4	places, things, and events.	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group Roundup
		Balls / What are balls made of? / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup

State	The and tour rear old official		
ID	State Text	Investigation Day	Time of Day
		Balls / Celebrating Learning / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Balls / Exploring the Topic / Day 4	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
ID	State Text	investigation Day	Time of Day
		Trees / Exploring the Topic / Day 3	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	3 1
		community? / Day 1	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Balls / Who uses balls? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		, , ,	
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		Balls / Who uses balls? / Day 5	Large Group
		,	3. 2. 2. 4
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group Roundup
	With prompting and support, add drawings or other	Beginning the Year / What names do we need to know at	
	visual displays to descriptions.	school? / Day 3	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Choice Time
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
		Trees / Exploring the Topic / Day 5	Choice Time
		Trees / What food comes from trees? / Day 4	Large Group
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / How do trees change? / Day 1	Choice Time
		Trees / How do trees change? / Day 4	Large Group
		Clothes / How do people make clothes? / Day 1	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Choice Time
	With prompting and support, demonstrate an emergent		
6	ability to express thoughts, feelings, and ideas clearly.	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group Roundup
		Balls / What are balls made of? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 2	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 2	Choice Time
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Balls / Exploring the Topic / Day 4	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group

State			
ID	State Text	Investigation Day	Time of Day
	Be	ginning the Year / What sounds do we hear at school?	
		ere do they come from? / Day 3	Large Group
	Be	ginning the Year / What sounds do we hear at school?	
		ere do they come from? / Day 4	Large Group
	Be	ginning the Year / What sounds do we hear at school?	
	Wh	ere do they come from? / Day 4	Choice Time
	Bui	Idings / Exploring the Topic / Day 1	Large Group
	Bui	Idings / Exploring the Topic / Day 4	Large Group
	Bui	Idings / Exploring the Topic / Day 5	Choice Time
		ls / Do all balls bounce? / Day 2	Large Group Roundup
		Idings / What do the buildings in our neighborhood and in	
		er places look like? / Day 5	Choice Time
	Bui	Idings / Who builds buildings? What tools do they use? / Day	
	1		Large Group Roundup
	Bui	Idings / Who builds buildings? What tools do they use? / Day	
	3		Large Group
	Bui	Idings / Who builds buildings? What tools do they use? / Day	
	4		Large Group Roundup
		Idings / What are buildings made of? What makes them	
	stro	ong? / Day 2	Choice Time
	Ba	ls / Do all balls roll? / Day 1	Large Group Roundup
	Bu	Idings / What happens inside buildings? / Day 1	Large Group Roundup
		,_ , , , _ , , _ , , , _	
		es / Exploring the Topic / Day 3	Large Group Roundup
		es / Exploring the Topic / Day 5	Large Group
		es / What are the characteristics of the trees in our	
		nmunity? / Day 1	Large Group Roundup
		es / What are the characteristics of the trees in our	
		nmunity? / Day 3	Large Group
		es / What are the characteristics of the trees in our	
	cor	nmunity? / Day 5	Large Group

State	our rear old offiliateri		
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 3	Choice Time
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		11000 / Time takes sais of these. / Bay 1	Choice Time
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / D	Day 3 Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 5	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
	Language Standards		
	Conventions of Standard English		
1	With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.		
a	Use frequently occurring nouns and verbs.	Balls / Exploring the Topic / Day 2	Small Group
<u> </u>		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	3
		other places look like? / Day 5	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
L_	Form regular plural nouns by adding /s/ or /es/ (e.g.,	Dalla / Francain at the Tania / David	0
D	dog, dogs; wish, wishes).	Balls / Exploring the Topic / Day 2	Small Group
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	Understand and use question words (interrogatives)	,	
С	(e.g., who, what, where, when, why, how).	Balls / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Large Group

State ID	State Text	Investigation Day	Time of Day
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group
		Beginning the Year / Who works at our school? / Day 2	Large Group Roundup
		Beginning the Year / Who works at our school? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	3. 2. 2.1
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	3. 2. 2.1
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	3. 2. 2.1
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	0 1 1
		3	Large Group
		Buildings / What are buildings made of? What makes them	3
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
טו	State Text	Investigation Day Trees / Exploring the Topic / Day 5	Time of Day Large Group
		Trees / What are the characteristics of the trees in our	Large Group
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	Large Croup
		community? / Day 5	Read Aloud
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 3	Large Group
		Balls / Who uses balls? / Day 1	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 1	Small Group
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / How do people make clothes? / Day 2	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / D	ay 3 Large Group
		Balls / Who uses balls? / Day 5	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group Roundup
	Use the most frequently occurring prepositions (e.g., to,		
t	from, in, out, on, off, of, by, with).	Clothes / Exploring the Topic / Day 0	Outdoor Experiences
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Trees / How do trees change? / Day 0	Outdoor Experiences
		Clothes / How is cloth made? / Day 2	Large Group
	Produce and expand complete sentences in shared	·	
Э	language activities.	Balls / Exploring the Topic / Day 2	Small Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
	With prompting and support, demonstrate awareness of		
2	the conventions of standard English.		
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
3	Write first name, capitalizing the first letter.	1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 5	Choice Time
		Balls / Exploring the Topic / Day 5	Large Group Roundup
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group Roundup
b	Attempt to write a letter or letters to represent a word.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 1	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day 3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
		Trees / What are the characteristics of the trees in our community? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
		Beginning the Year / What are our rules? / Day 5	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
	3.0.13 1.0.11		
		Beginning the Year / Who works at our school? / Day 3	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Balls / What makes balls move? / Day 1	Large Group Roundup
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Trees / What can we do with parts of trees? / Day 2	Large Group Roundup
		Clothes / Exploring the Topic / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group Roundup
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup

State	Three did real old official.		
ID	State Text	Investigation Day	Time of Day
			·
		Clothes / What special clothes do people wear for work? / Day 5	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 3	Large Group Roundup
	Experiment with written representations of words, using	Reduce, Reuse, Recycle / How do trash and garbage affect our	
С	emergent knowledge of sound-letter relationships.	community? / Day 2	Choice Time
	emergent knowledge of sound letter relationships.	Reduce, Reuse, Recycle / How can we create less trash? / Day	Onolog Time
		1	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	Cholog Timo
		3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Read Aloud
		Beginning the Year / What should we do if we get sad or scared	
		at school? / Day 2	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Read Aloud
		Buildings / What is special about our building? / Day 3	Large Group Roundup
		, and the second	3- 3- 1-1
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Choice Time
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 2 Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 3	Choice Time
		Clothes / What are the features of clothes? / Day 5	Choice Time
<u> </u>		Cionies / What are the reatures of Clothes! / Day 5	CHOICE TIME

State			
ID	State Text	Investigation Day	Time of Day
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 5	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Knowledge of Language		
3	No developmentally appropriate standard		
	Vocabulary Acquisition and Use		
	With prompting and support, explore unknown and		
	multiple-meaning words based on pre-kindergarten		
4	reading and content.		
	Apply new meaning for familiar words accurately (e.g.,		
а	recognizing that a car is also a vehicle).	Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
		community? / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Beginning the Year / What names do we need to know at	
		school? / Day 3	Read Aloud
		Balls / Exploring the Topic / Day 4	Large Group
		Beginning the Year / What names do we need to know at	L
		school? / Day 4	Large Group Choice Time
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	Large Group
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	Large Group
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / Who lives in trees? / Day 5	Large Group
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 3	
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
	NAPOL 11	workers do there? / Day 1	Large Group Roundup
_	With guidance and support, explore word relationships		
5	and word meanings.		

State ID	State Text	Investigation Day	Time of Day
	Sort common objects into categories (e.g., shapes,		
	foods) to gain a sense of the concepts the categories	Reduce, Reuse, Recycle / How do trash and garbage affect our	
а	represent.	community? / Day 3	Choice Time
		Balls / What are balls made of? / Day 3	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Large Group
		Balls / Exploring the Topic / Day 3	Choice Time
		Balls / Exploring the Topic / Day 3	Large Group Roundup
		Beginning the Year / What names do we need to know at	_a.go o.oap .toanaap
		school? / Day 4	Large Group
		Beginning the Year / What names do we need to know at	
		school? / Day 4	Mighty Minutes
		Balls / Exploring the Topic / Day 4	Choice Time
		Della / E. aladas da Tasta / Da . 4	
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Do all balls bounce? / Day 1	Large Group
		Balls / Do all balls bounce? / Day 1	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 5	Read Aloud
		Balls / Do all balls bounce? / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Balls / Do all balls bounce? / Day 3	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / Exploring the Topic / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Choice Time
		Trees / What food comes from trees? / Day 2	Large Group
		Trees / How do trees change? / Day 5	Choice Time
		Trees / What can we do with parts of trees? / Day 1	Large Group
		Clothes / Exploring the Topic / Day 3	Small Group
		Clothes / How do we take care of our clothes? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 1	Large Group
		Clothes / How do people make clothes? / Day 2	Choice Time
		Clothes / How is cloth made? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 3	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Large Group Roundup
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Choice Time
		Balls / What are balls made of? / Day 2	Large Group
		Balls / What are balls made of? / Day 2	Choice Time
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Large Group
	Experiment with frequently occurring verbs and adjectives by relating them to their opposites		
b	(antonyms) (e.g., run, walk; fast, slow; soft, hard).	Balls / What are balls made of? / Day 3	Large Group
	,	Balls / Exploring the Topic / Day 5	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Choice Time
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Balls / What are balls made of? / Day 2	Large Group

State	State					
ID	State Text	Investigation Day	Time of Day			
	33332 3 3332					
	Identify real-life connections between words and their	Reduce, Reuse, Recycle / How do trash and garbage affect our				
С	use (e.g., find examples of things that are smooth).	community? / Day 2	Large Group			
	, , , , , , , , , , , , , , , , , , , ,	Reduce, Reuse, Recycle / How do trash and garbage affect our	0 1			
		community? / Day 3	Large Group			
		Reduce, Reuse, Recycle / How can we reuse junk? / Day 4	Large Group			
		Balls / What are balls made of? / Day 3	Large Group			
		Reduce, Reuse, Recycle / How can we create less trash? / Day				
		1	Read Aloud			
		Reduce, Reuse, Recycle / How can we create less trash? / Day				
		2	Large Group			
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud			
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group			
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Read Aloud			
		Balls / What are balls made of? / Day 4	Large Group			
		Balls / Celebrating Learning / Day 2	Large Group Roundup			
		Balls / Exploring the Topic / Day 4	Large Group			
		Beginning the Year / What names do we need to know at				
		school? / Day 4	Mighty Minutes			
		Beginning the Year / What are our rules? / Day 1	Choice Time			
		Balls / Exploring the Topic / Day 5	Large Group			
		Balls / Exploring the Topic / Day 5	Choice Time			
		Beginning the Year / When do things happen at school? / Day 2	Read Aloud			
		Beginning the Year / How do we make and keep friends? How	D I Al I			
		can we be part of a group? / Day 2	Read Aloud			
		Beginning the Year / How do we make and keep friends? How	Ohaina Tima			
-		can we be part of a group? / Day 4	Choice Time			
		Beginning the Year / What sounds do we hear at school?	Chaina Tima			
		Where do they come from? / Day 1	Choice Time			
		Beginning the Year / What sounds do we hear at school?	Lorgo Croup			
		Where do they come from? / Day 2 Beginning the Year / What sounds do we hear at school?	Large Group			
		Where do they come from? / Day 2	Choice Time			
		while do they come nom? / Day 2	Choice Time			

State ID	Ctoto Toyt	Investigation Day	Time of Day
טו	State Text	Investigation Day Beginning the Year / What sounds do we hear at school?	Time of Day
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Read Aloud
		Buildings / Exploring the Topic / Day 1	Large Group
		Balls / Do all balls bounce? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	Large Group
		other places look like? / Day 3	Large Group
		Buildings / What do the buildings in our neighborhood and in	Large Group
		other places look like? / Day 4	Lorgo Croup
		Buildings / Who builds buildings? What tools do they use? / Day	Large Group
		Buildings / who builds buildings / what tools do they use / / Day	Large Craus
		T	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Large Group
		Buildings / What are buildings made of? What makes them	O
		strong? / Day 2	Choice Time
		Buildings / What are buildings made of? What makes them	_
		strong? / Day 3	Large Group
		Buildings / What are buildings made of? What makes them	
		strong? / Day 5	Read Aloud
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Choice Time
		Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Buildings / What happens inside buildings? / Day 4	Large Group
		Trees / Exploring the Topic / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Large Group
		Trees / What are the characteristics of the trees in our	3
		community? / Day 5	Large Group
		Trees / Who lives in trees? / Day 2	Large Group
		Trees / Who lives in trees? / Day 3	Large Group

State ID	State Text	Investigation Day	Time of Day
	2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Trees / Who lives in trees? / Day 5	Large Group
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Trees / Who takes care of trees? / Day 4	Large Group
		Trees / How do trees change? / Day 4	Large Group
		Trees / How do trees change? / Day 5	Large Group
		Trees / Celebrating Learning / Day 2	Choice Time
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Balls / Who uses balls? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 3	Large Group
		Clothes / Exploring the Topic / Day 3	Choice Time
		Balls / Who uses balls? / Day 2	Read Aloud
		Clothes / What are the features of clothes? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 3	Read Aloud
		Balls / Who uses balls? / Day 2	Large Group Roundur
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 4	Large Group
		Clothes / How do people make clothes? / Day 1	Large Group
		Clothes / How is cloth made? / Day 2	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Large Group
		Clothes / Where do we get our clothes? / Day 3	Large Group
		Clothes / Where do we get our clothes? / Day 3	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
		Clothes / What other special clothes do people wear? / Day 2	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Read Aloud
		Clothes / What other special clothes do people wear? / Day 3	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud

State ID	State Text	Investigation Day	Time of Day
	State 15At	Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Read Aloud
		Balls / What are balls made of? / Day 2	Large Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 2	Large Group
	Recognize and demonstrate knowledge of verbs (e.g.,		
l	acting out, describing).	Balls / Exploring the Topic / Day 2	Small Group
		Buildings / Exploring the Topic / Day 4	Large Group
	With prompting and support, use words and phrases acquired through conversations, experiences, shared		
3	reading, being read to, and responding to texts.	Balls / Exploring the Topic / Day 1	Large Group
		Balls / Exploring the Topic / Day 2	Small Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group
		Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	Large Group Roundup
		Balls / Exploring the Topic / Day 2	Large Group Roundup
		Balls / What are balls made of? / Day 5	Large Group Roundup
		Balls / Celebrating Learning / Day 1	Large Group
		Balls / Exploring the Topic / Day 4	Large Group
		Balls / Exploring the Topic / Day 4	Large Group Roundup
		Balls / Exploring the Topic / Day 5	Large Group
		Balls / Exploring the Topic / Day 5	Choice Time
		Beginning the Year / Who works at our school? / Day 3	Large Group

State	and rour rour ord children		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Large Group
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 1	Large Group
		Buildings / Exploring the Topic / Day 4	Large Group
		Buildings / Exploring the Topic / Day 5	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group Roundup
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day	
		3	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Large Group Roundup
		Buildings / What are buildings made of? What makes them	
		strong? / Day 2	Choice Time
		Balls / Do all balls roll? / Day 1	Large Group Roundup
		Buildings / What happens inside buildings? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 3	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Large Group
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Trees / Who lives in trees? / Day 5	Large Group

State ID	State Text	Investigation Day	Time of Day
וט	State Text	ilivestigation Day	Time or Day
		Trees / What food comes from trees? / Day 2	Large Group Roundup
		Trees / Who takes care of trees? / Day 1	Choice Time
		Trees / Who takes care of trees? / Day 1	Large Group Roundup
		Trees / Who takes care of trees? / Day 2	Large Group
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Large Group
		Trees / What can we do with parts of trees? / Day 1	Large Group Roundup
		Trees / What can we do with parts of trees? / Day 3	Large Group Roundup
		Trees / Celebrating Learning / Day 2	Large Group
		_ ,, ,,,,,	
		Balls / Who uses balls? / Day 1	Large Group Roundup
		Clothes / Exploring the Topic / Day 2	Large Group
		Clothes / Exploring the Topic / Day 5	Large Group
		Clothes / What are the features of clothes? / Day 3	Large Group Roundup
		Clothes / What are the features of clothes? / Day 5	Large Group Roundup
		Balls / Who uses balls? / Day 3	Large Group Roundup
		Clothes / How is cloth made? / Day 2	Large Group
		Balls / Who uses balls? / Day 5	Large Group
		Clothes / What special clothes do people wear for work? / Day 3	Large Group
		Clothes / What other special clothes do people wear? / Day 3	Large Group Roundup
		Balls / What are balls made of? / Day 1	Large Group
		Reduce, Reuse, Recycle / Exploring the Topic / Day 2	Large Group
		Reduce, Reuse, Recycle / What do people throw away? / Day 1	Large Group Roundup
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 1	Large Group Roundup

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ID	State Text	Investigation Day	Time of Day
	Three-Year-Olds		
	Counting and Cardinality Domain		
	Know number names and the count		
	sequence.		
	With guidance and support, recite numbers to 5 or		
1	beyond from memory.	Beginning the Year / When do things happen at school? / Day 1	Large Group
	With guidance and support, experiment with a		
	combination of written representations (e.g., scribbling	Reduce, Reuse, Recycle / How do trash and garbage affect our	
2	or drawing).	community? / Day 2	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		1	Choice Time
		Reduce, Reuse, Recycle / How can we create less trash? / Day	
		3	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large Group Roundup
		Trees / What are the characteristics of the trees in our	
		community? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Read Aloud
		Beginning the Year / What names do we need to know at	Obaina Tima
		school? / Day 4	Choice Time
		Beginning the Year / What should we do if we get sad or scared	Choice Time
		at school? / Day 2 Beginning the Year / How do we make and keep friends? How	Choice Time
		can we be part of a group? / Day 3	Choice Time
		Beginning the Year / What sounds do we hear at school?	Choice fillie
		Where do they come from? / Day 3	Read Aloud
		Where do they come nom: / Day 3	Nead Aloud
		Buildings / What is special about our building? / Day 3	Large Group Roundup
			<u> </u>
		Buildings / What happens inside buildings? / Day 2	Large Group Roundup
		Trees / Exploring the Topic / Day 4	Choice Time
		Trees / Who lives in trees? / Day 4	Large Group Roundup
		Trees / What food comes from trees? / Day 4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Trees / Who takes care of trees? / Day 2	Choice Time
		Trees / Who takes care of trees? / Day 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 5	Choice Time
		Clothes / How do people make clothes? / Day 4	Choice Time
		Clothes / Where do we get our clothes? / Day 3	Choice Time
		Balls / Who uses balls? / Day 5	Choice Time
		Clothes / What special clothes do people wear for work? / Day 4	Large Group Roundup
		Clothes / What special clothes do people wear for work? / Day 5	
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Count to tell the number of objects.		
	With guidance and support, experiment with counting	Beginning the Year / What names do we need to know at	
3	concrete objects and actions up to 3.	school? / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1 Buildings / Exploring the Topic / Day 5	Large Group Read Aloud
		Buildings / What are buildings made of? What makes them	
		strong? / Day 4	Large Group
		Buildings / What is special about our building? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 4	Read Aloud
		Clothes / How is cloth made? / Day 2	Read Aloud
		Clothes / Where do we get our clothes? / Day 2	Read Aloud
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Choice Time
	Compare numbers.		
	With guidance and support, experiment with comparing		
	quantities using concrete manipulatives to determine		
4	more, less, and same.	Balls / What are balls made of? / Day 5	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Operations and Algebraic Thinking Domain		

State ID	State Text	Investigation Day	Time of Day
ID	State Text	investigation bay	Time or Bay
	Understand addition as putting together		
	Understand addition as putting together		
	and adding to and understand subtraction		
	as taking apart and taking from.		
	With guidance and support, experiment with the		
	concepts of putting together and taking from using		
1	concrete objects.	Balls / What are balls made of? / Day 5	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	With guidance and support, experiment with patterns		
	that are developmentally appropriate (e.g., duplicate		
	simple patterns using concrete objects and actions such		
	as counting bears and attribute blocks, clapping,		
2	stomping, and patting).	Clothes / How is cloth made? / Day 0	Outdoor Experiences
		Clothes / Where do we get our clothes? / Day 0	Outdoor Experiences
		Clothes / How do people make clothes? / Day 2	Choice Time
		Clothes / How do people make clothes? / Day 2	Mighty Minutes
		Balls / Who uses balls? / Day 4	Choice Time
		Clothes / How is cloth made? / Day 2	Large Group
		Clothes / How is cloth made? / Day 3	Small Group
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
	Measurement and Data Domain		
	Describe and compare measurable		
	attributes.		
	With guidance and support, experiment with		
	measurable attributes of everyday objects such as big,		
1	little, tall, short, full, empty, heavy, light.	Balls / Exploring the Topic / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 4	Choice Time

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ID	State Text	Investigation Day	Time of Day
	Clais Fox	Buildings / What do the buildings in our neighborhood and in	Time of Buy
		other places look like? / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	3. 3
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	3. 3
			Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 4	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Choice Time
	With guidance and support, experiment with ordering		
	two objects using attributes of big, bigger, long, longer,		
2	tall, taller, short, shorter.	Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Trees / Exploring the Topic / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 4	Large Group

State ID	State Text	Investigation Day	Time of Day
שו	State Text	Investigation Day Clothes / What are the features of clothes? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 4	Small Group
	Classify objects and count the number of	Clouded / What are the reatares of decires / Bay 1	отпан отоар
	objects in each category.		
	With guidenes and support part estagarize match or		
	With guidance and support, sort, categorize, match, or	Palla / What are hallo made of? / Day ?	Lorgo Croup Doundu
	classify objects (e.g., size, shape, primary colors).	Balls / What are balls made of? / Day 3 Balls / Exploring the Topic / Day 3	Large Group Roundu Choice Time
		Beginning the Year / How do we make and keep friends? How	Choice Time
		can we be part of a group? / Day 2	Lorgo Croup
		Beginning the Year / What sounds do we hear at school?	Large Group
		Where do they come from? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 2	
		Beginning the Year / What sounds do we hear at school?	Large Group
		Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 4 Buildings / What do the buildings in our neighborhood and in	Choice Time
			Lorgo Croup
		other places look like? / Day 5	Large Group
		Buildings / What is special about our building? / Day 1	Large Group Roundu
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	Onolog Time
		community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	Choice Time
		community? / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 4	Small Group
	Geometry Domain		
	•		
	Explore, identify, and describe shapes		
	(squares, circles, rectangles).		

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, correctly name circles,	Reduce, Reuse, Recycle / How do trash and garbage affect our	
1	squares, and triangles.	community? / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		0	Outdoor Experiences
		Buildings / What are buildings made of? What makes them	
		strong? / Day 0	Outdoor Experiences
		Clothes / What other special clothes do people wear? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	With guidance and support, recognize circles, squares,	, , , , , , , , , , , , , , , , , , , ,	
	and triangles in the environment (e.g., clock is a circle,		
	cracker is a square, musical instrument triangle is a	Reduce, Reuse, Recycle / How do trash and garbage affect our	
2	triangle).	community? / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		0	Outdoor Experiences

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What are buildings made of? What makes them	
		strong? / Day 0	Outdoor Experiences
		Clothes / What other special clothes do people wear? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
l		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
į		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear! / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Analyze, compare, create, and compose shapes.		
	With guidance and support, create shapes using		
	developmentally appropriate materials (e.g., popsicle		
	sticks, play dough, blocks, pipe cleaners, pattern		
3	blocks).	Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
	Four-Year-Olds		
	Counting and Cardinality Domain		
	Know number names and the count		
	sequence.		
	With prompting and support, recite numbers to 30 in the		
1	correct order.	Beginning the Year / When do things happen at school? / Day 1	Large Group
	With prompting and support, recognize, name, and		
2	experiment with writing numerals 0 – 10.	Buildings / Exploring the Topic / Day 5	Read Aloud
		Buildings / Celebrating Learning / Day 1	Read Aloud
		Trees / What are the characteristics of the trees in our	
		community? / Day 1	Read Aloud
		Trees / What food comes from trees? / Day 4	Read Aloud
		Clothes / What are the features of clothes? / Day 2	Choice Time
	Count to tell the number of objects.		
	With guidance and support, understand the relationship		
3	between numerals and quantities.		
	Recognize that a numeral is a symbol that represents a		
	number of objects, using developmentally appropriate		
а	preK materials.		
b	Match quantities and numerals 0 – 5.		
	Count many kinds of concrete objects and actions up to		
	10, using one-to-one correspondence; and, with		
	guidance and support, count up to 7 things in a		
4	scattered configuration.		
	Use the number name of the last object counted to		
	represent the number of objects in a set, using		
a	developmentally appropriate preK materials.		
	Compare numbers.		

State			
ID	State Text	Investigation Day	Time of Day
	Use comparative language (e.g., more than, less than,		
	equal to, or same) to compare objects, using		
5	developmentally appropriate preK materials.	Balls / What are balls made of? / Day 5	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	Operations and Algebraic Thinking Domain		
	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.		
	With guidance and support, experiment with adding and		
	subtracting by using developmentally appropriate preK		
1	materials.	Balls / What are balls made of? / Day 5	Read Aloud
•	materials.	Baile / Writer are baile fridate of: / Bay o	Trodd / flodd
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	With guidance and support, model real-world addition		
	and subtraction problems up through 5 using		
2	developmentally appropriate preK materials.	Balls / What are balls made of? / Day 5	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
	With guidance and support, demonstrate an		
	understanding of patterns using developmentally		
3	appropriate preK materials.		
	Duplicate and extend simple patterns using concrete		
а	objects.		
	Measurement and Data Domain		
	Describe and compare measurable		
	attributes.		
	With guidance and support, recognize measurable		
	attributes of everyday objects such as length, weight,		
	and size using appropriate vocabulary (e.g., small, big,		
1	short, tall, empty, full, heavy, light).	Balls / Exploring the Topic / Day 3	Choice Time

State	Three and real eta etalent		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 4	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Choice Time
	With guidance and support, compare two objects using		
	attributes of length, weight, and size (e.g., bigger,		
2	longer, taller, heavier, same weight, same amount).	Balls / What are balls made of? / Day 3	Large Group Roundup
		Balls / Exploring the Topic / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group

State	and Four Four Old Official		
ID	State Text	Investigation Day	Time of Day
		Beginning the Year / What sounds do we hear at school?	
		Where do they come from? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 5	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		1	Choice Time
		Balls / Do all balls roll? / Day 1	Choice Time
		Trees / Exploring the Topic / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 5	Read Aloud
		Balls / What makes balls move? / Day 1	Choice Time
		Trees / What food comes from trees? / Day 2	Choice Time
		Trees / How do trees change? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 1	Large Group
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 4	Choice Time
		Clothes / What are the features of clothes? / Day 4	Small Group
		Reduce, Reuse, Recycle / Where does trash go? What do	
		workers do there? / Day 4	Choice Time
Use	nonstandard units of measurement.		
Ехр	lore standard tools of measurement.		
Cla	ssify objects and count the number of		
	ects in each category.		

State ID	State Text	Investigation Day	Time of Day
טו	With guidance and support, sort, categorize, or classify	Investigation Day	Tillie of Day
	objects (e.g., color, size, length, height, weight, area,		
3	temperature).	Balls / What are balls made of? / Day 3	Large Group Roundup
3	temperature).	Balls / Exploring the Topic / Day 3	Choice Time
		Beginning the Year / How do we make and keep friends? How	Choice Time
		can we be part of a group? / Day 2	Large Group
		Beginning the Year / What sounds do we hear at school?	Large Group
		Where do they come from? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 2	Large Group
 		Beginning the Year / What sounds do we hear at school?	Large Group
		Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / Exploring the Topic / Day 4 Buildings / What do the buildings in our neighborhood and in	Choice Time
		other places look like? / Day 4	Large Group
		Buildings / What do the buildings in our neighborhood and in	Large Group
		other places look like? / Day 5	Lorgo Croup
		other places look like? / Day 5	Large Group
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Trees / Exploring the Topic / Day 1	Large Group
		Balls / Do all balls roll? / Day 3	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 2	Choice Time
		Trees / What are the characteristics of the trees in our	
		community? / Day 4	Choice Time
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / What are the features of clothes? / Day 1	Small Group
		Clothes / What are the features of clothes? / Day 4	Large Group
		Clothes / What are the features of clothes? / Day 4	Small Group
	Geometry Domain	,	
	Explore, identify, and describe shapes		
	(squares, circles, triangles, rectangles,		
	hexagons, cubes, cones, cylinders, and		
	spheres).		

State			
ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / How do trash and garbage affect our	
1	With guidance and support, correctly name shapes.	community? / Day 3	Choice Time
		Balls / Who uses balls? / Day 0	Outdoor Experiences
		Buildings / Who builds buildings? What tools do they use? / Day	
		0	Outdoor Experiences
		Buildings / What are buildings made of? What makes them	
		strong? / Day 0	Outdoor Experiences
		Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
		Clothes / What other special clothes do people wear? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Balls / Do all balls bounce? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 3	Choice Time
		Clothes / How do people make clothes? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time

State			T: (5
ID	State Text	Investigation Day	Time of Day
	With guidance and support, recognize and correctly	Dadusa Davia Daviala / Havy da trach and carbona effect ave	
	name shapes in the environment, regardless of their	Reduce, Reuse, Recycle / How do trash and garbage affect our	Obstant Time
2	orientation or overall size.	community? / Day 3	Choice Time
		Balls / Who uses balls? / Day 0	Outdoor Experiences
		Buildings / Who builds buildings? What tools do they use? / Day 0	Outdoor Experiences
		Buildings / What are buildings made of? What makes them	
		strong? / Day 0	Outdoor Experiences
		Clothes / How do we take care of our clothes? / Day 0	Outdoor Experiences
		Clothes / What other special clothes do people wear? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Large Group Roundup
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Balls / Do all balls bounce? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What is special about our building? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / How do we take care of our clothes? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 3	Large Group
		Clothes / How do people make clothes? / Day 4	Large Group
		Clothes / Where do we get our clothes? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
	With guidance and support, explore the differences		
	between two-dimensional and three-dimensional	Reduce, Reuse, Recycle / How do trash and garbage affect our	
3	shapes.	community? / Day 3	Choice Time
		Balls / Who uses balls? / Day 0	Outdoor Experiences
		Balls / What are balls made of? / Day 4	Large Group
		Buildings / Who builds buildings? What tools do they use? / Day	
		0	Outdoor Experiences
		Buildings / What are buildings made of? What makes them	
		strong? / Day 0	Outdoor Experiences
		Clothes / What other special clothes do people wear? / Day 0	Outdoor Experiences
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 1	Choice Time
		Beginning the Year / How do we make and keep friends? How	
		can we be part of a group? / Day 2	Large Group
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 2	Read Aloud
		Balls / Do all balls bounce? / Day 3	Choice Time
		Balls / Do all balls bounce? / Day 3	Large Group Roundup
		Buildings / What is special about our building? / Day 2	Read Aloud
		Balls / Do all balls roll? / Day 2	Large Group
		Balls / Who uses balls? / Day 1	Choice Time
		Clothes / What other special clothes do people wear? / Day 1	Large Group
		Clothes / What other special clothes do people wear? / Day 2	Mighty Minutes
	Analyze, compare, create, and compose		
	shapes.		
	With guidance and support, create and represent		
	shapes using developmentally appropriate preK		
	materials (e.g., popsicle sticks, play dough, blocks, pipe		
4	cleaners, pattern blocks).	Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Choice Time

State			
ID	State Text	Investigation Day	Time of Day
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time
	With guidance and support, explore using shapes to		
	create representations of common objects (e.g., use a		
;	square and a triangle to make a house).	Buildings / Exploring the Topic / Day 2	Choice Time
		Buildings / Exploring the Topic / Day 3	Large Group
		Buildings / Exploring the Topic / Day 3	Choice Time
		Buildings / What do the buildings in our neighborhood and in	
		other places look like? / Day 3	Choice Time
		Buildings / Who builds buildings? What tools do they use? / Day	
		4	Choice Time
		Buildings / What are buildings made of? What makes them	
		strong? / Day 3	Choice Time
		Buildings / What is special about our building? / Day 2	Choice Time

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ID	Subject	State Text	Mighty Minutes
		Three-Year-Olds	
	Science	Scientific Method and Inquiry	
		Engage in simple investigations.	
1		With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	MM48; MM63; MM68;
		With guidance and support, ask questions about objects, tools, and materials and	
2		compare, sort, classify, and order objects.	MM02; MM03; MM68; MM71;
3		With guidance and support, use a variety of simple tools to make investigations.	
4		With guidance and support, work collaboratively with others.	MM66;
		Use the five senses to explore and investigate the environment.	
		With guidance and support, identify the body parts associated with the use of each of	
5		the five senses.	
		Physical Science	
		Develop awareness of observable properties of objects and materials.	
1		Begin to manipulate and explore a wide variety of objects and materials.	
		With guidance and support, describe and compare objects and materials by at least one	
2		observable property (e.g., color, size, shape, weight, texture, temperature).	MM49; MM68; MM97;
3		With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	MM19; MM38; MM62; MM99;
		Life Science	
		Develop an awareness of living things.	
		With guidance and support, observe, explore, and describe a variety of living things and	
1		where they live (e.g., plants, animals, people).	MM94;
		With guidance and support, describe individual characteristics of self, other living things	NANACO.
2		and people.	MM68;
		Earth Science	
		Develop an awareness of earth science and space.	
		With guidance and support, describe weather changes (e.g., rainy, windy, sunny,	
1		cloudy).	
2		Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	
		With guidance and support, collect, sort, identify, and describe objects in the natural	
3		world (e.g., rocks, soil, leaves).	

State	- and i oui- rear-c		
ID	Subject	State Text	Mighty Minutes
		Technology	
		Identify and explore a variety of technology tools.	
		With guidance and support, name and use appropriate technology tools to gather or	
		communicate information (e.g., magnifying glass, telescope, microscope, computer,	
1		simple machines).	
		Four-Year-Olds	
		Scientific Method and Inquiry	
		Engage in simple investigations.	
1		Make observations, make predictions, and ask questions about natural occurrences or events.	
2		Describe, compare, sort and classify, and order objects.	MM02; MM03; MM68; MM71; MM95;
		Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look	
3		at a bug).	
4		Explore materials, objects, and events and notice cause and effect.	MM48; MM66; MM67;
5		Describe and communicate observations, results, and ideas.	
6		Work collaboratively with others.	MM66;
		Use the five senses to explore and investigate the environment.	
7		Name and identify the body parts associated with the use of each of the five senses.	
8		Describe similarities and differences in the environment using the five senses.	
		Physical Science	
		Develop awareness of observable properties of objects and	
		materials.	
1		Manipulate and explore a wide variety of objects and materials.	MM48; MM66; MM97;
		Describe and compare objects and materials by observable properties (e.g., color, size,	
2		shape, weight, texture, temperature).	MM49;
		Identify position and movement of people and objects (e.g., over, under, in, out, sink,	MM19; MM38; MM62; MM65;
3		float).	MM99;
		Explore what happens to objects in relation to other forces (e.g., throwing rocks,	
4		bouncing ball).	MM67;
		Life Science	

State		Sid Simulation	
ID	Subject	State Text	Mighty Minutes
		Acquire scientific knowledge related to life science.	
		Name, describe, and distinguish plants, animals, and people by observable	
1		characteristics.	
2		Describe plant, animal, and human life cycles.	
3		Describe the needs of living things.	
4		Compare and contrast characteristics of living and nonliving things.	
		Earth Science	
		Apply scientific knowledge related to earth science and space.	
		Describe daily weather changes and seasonal patterns using weather vocabulary (e.g.,	
1		hot, cold, warm, sunny, cloudy).	
2		Identify characteristics of the clouds, sun, moon, and stars.	
		Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil,	
3		leaves).	
		Technology	
		Identify and explore a variety of technology tools.	
		Use appropriate technology tools (e.g., magnifying glass, telescope, microscope,	
1		computer, simple machines) to explore objects and/or to discover new information.	
2		Use technology tools to gather and/or communicate information.	
		With prompting and support, invent and construct simple objects or structures using	
3		technology tools.	
		Three-Year-Olds	
	Social		
	Studies	Family and Community	
		Understand self in relation to the family and the community.	
		Begin to identify self as a member of a family, the learning community, and local	
1		community.	
2		With guidance and support, identify similarities and differences in people.	
3		With guidance and support, describe some family traditions.	
		With guidance and support, identify some similarities and differences in family structure,	
4		culture, ability, language, age, and gender.	MM78;
Ì		Understand the concept of individual rights and responsibilities.	

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ID	Subject	State Text	Mighty Minutes
5		With guidance and support, demonstrate responsible behavior related to daily routines.	MM73; MM82;
6		With guidance and support, explain some rules in the home and in the classroom.	
а		Identify some rules for different settings.	
b		Identify appropriate choices to promote positive interactions.	
7		With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	
8		With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	
9		With guidance and support, describe a simple sequence of familiar events.	MM06; MM94;
		Our World	
		Understand the importance of people, resources, and the	
		environment.	
		With guidance and support, treat classroom materials and belongings of others with	
1		care.	
2		With guidance and support, identify location and some physical features of familiar places in the environment.	MM62;
		With guidance and support, use money in pretend play in order to set in motion an	
3		understanding of the role money plays in the environment (e.g., play store or restaurant).	
		Begin to use a variety of technology tools (e.g., telephone, cash register, computer),	
4		either real or pretend, that affect daily life interactions and activities.	
5		With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	MM69; MM71;
		History and Events	
		Understand events that happened in the past.	
1		With guidance and support, describe a simple series of familiar events.	
2		With guidance and support, begin to understand events that happened in the past.	
		Four-Year-Olds	
		Family and Community	
		Understand self in relation to the family and the community.	

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ID	Subject	State Text	Mighty Minutes
		Identify self as a member of a family, the learning community, and local community.	
2		With prompting and support, identify similarities and differences in people.	
3		With prompting and support, describe some family traditions.	
		Identify some similarities and differences in family structure, culture, ability, language,	
1		age and gender.	MM78;
		Understand the concept of individual rights and responsibilities.	
5		With prompting and support, demonstrate responsible behavior related to daily routines.	MM73; MM82;
6		With prompting and support, explain some rules in the home and in the classroom.	
a		Identify some rules for different settings.	
)		Identify appropriate choices to promote positive interactions.	
		With prompting and support, identify some community members (e.g., parents,	
7		teachers, principals/directors, community helpers).	MM01; MM11;
		With prompting and support, identify some positive character traits of self and others	
3		(e.g., fair, friendly, respectful, responsible).	
9		With prompting and support, describe a simple sequence of familiar events.	MM06; MM94;
		Our World	
		Understand the importance of people, resources, and the	
		environment.	
		Treat classroom materials and the belongings of others with care.	
		With prompting and support, identify location and some physical features of familiar	
2		places in the environment.	MM62; MM63;
		With prompting and support, use money in pretend play to demonstrate understanding	
3		of the role money plays in the environment (e.g., play store or restaurant).	
.		Use a variety of technology tools (e.g., telephone, cash register, computer), either real	
1		or pretend, that affect daily life interactions and activities.	
		Demonstrate an understanding of the role that people play in caring for the environment	
5		(e.g., recycling, keeping the environment clean, conserving water).	MM69; MM71;
-		History and Events	,

State		a children	
ID	Subject	State Text	Mighty Minutes
		Understand events that happened in the past.	
1		With prompting and support, describe a simple series of familiar events.	MM06; MM94;
2		Recognize events that happened in the past.	
		Three-Year-Olds	
	Physical		
	Developmen		
	t	Gross Motor Skills	
		Demonstrate understanding of gross motor concepts as they apply	
		to the learning, development, and performance of physical	
		activities.	
1		Identify body parts (e.g., knee, foot, arm).	MM41;
		With guidance and support, demonstrate coordination of large muscles to perform	
2		simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	
		Demonstrate competency in gross motor skills and movement	
		patterns needed to perform a variety of physical activities.	
		With guidance and support, demonstrate body coordination (e.g., balance, strength,	
3		moving in space, walking up and down stairs).	MM72;
		With guidance and support, use various types of equipment (e.g., playground	
4		equipment, tricycles, slides).	
		Begin to engage in gross motor activities that are familiar as well as activities that are	
5		new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).	
5		Participate in physical activity for self-expression and/or social	
		interaction.	
			MM30; MM34; MM43; MM60;
		With guidance and support, demonstrate self-expression through movement by	MM66; MM67; MM70; MM72;
6		participating in activities involving music either alone or in a group.	MM78; MM99;
		Fine Motor	
		Demonstrate competency in fine motor skills needed to perform a	
		variety of physical activities.	

State			
ID	Subject	State Text	Mighty Minutes
	•	With guidance and support, use fine muscle and eye-hand coordination for such	3 7
		purposes as using utensils, self-care, building, and exploring (e.g., place small objects	
1		in bottle).	
		Demonstrate understanding of emerging (developing) fine motor	
		skills as they apply to the learning and performance of physical	
		activities.	
		With guidance and support, demonstrate emerging (developing) fine muscle	
		coordination using manipulative materials that vary in size, shape, and skill requirement	
2		(e.g., press individual computer keys on a keyboard, use clay to form shapes).	MM47;
		With guidance and support, demonstrate emerging (developing) coordination of fine	
3		muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	
		Participate in fine motor activity for self-expression and/or social	
		interaction.	
		With guidance and support, use fine motor skills for self-expression (e.g., coloring,	
4		painting, building, dressing-up in dramatic play).	
_		With guidance and support, participate in group activities involving fine motor	
5		experiences (e.g., playing with blocks together, finger plays, and dramatic play).	
		Demonstrate emerging competency in self-help skills needed to	
		perform a variety of physical activities.	
•		With guidance and support, participate in self-care (e.g., dressing, brushing teeth,	
6		washing hands, feeding self).	
		Self-Care, Health, and Safety Skills	
		Demonstrate an awareness and practice of safety rules.	
		With guidance and support, identify and follow safety rules (e.g., classroom, home,	
1		community). With guidance and support, practice safety procedures by responding appropriately to	
2		harmful or unsafe situations.	
_		With guidance and support, demonstrate appropriate behavior to respect self and	
3		others in physical activity by following simple directions and safety procedures.	
		Demonstrate an emerging use of standard health practices.	

State			
ID	Subject	State Text	Mighty Minutes
	•	With guidance and support, practice common health routines (e.g., resting, eating	
4		healthy meals, exercising, and using appropriate personal hygiene).	
			MM05; MM17; MM28; MM41;
5		With guidance and support, participate in a variety of physical activities.	MM60; MM72;
6		With guidance and support, identify nutritious foods.	
		Four-Year-Olds	
		Gross Motor Skills	
		Demonstrate understanding of gross motor concepts as they apply	
		to the learning, development, and performance of physical	
		activities.	
		Identify and demonstrate the use of body parts connected with gross motor movement	
1		(e.g., knee, foot, arm).	MM41;
		Demonstrate coordination of large muscles to perform simple motor tasks (e.g.,	
2		climbing, jumping, stretching, throwing a ball).	
		Demonstrate competency in gross motor skills and movement	
		patterns needed to perform a variety of physical activities.	
			MM05; MM10; MM17; MM28;
		With prompting and support, demonstrate body coordination (e.g., balance, strength,	MM30; MM32; MM41; MM65;
3		moving in space, walking up and down stairs alternating feet).	MM70; MM72; MM78;
4		Use various types of equipment (e.g., playground equipment, tricycles, slides).	
		Engage in gross motor activities that are familiar as well as activities that are new and	
		challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding	
5		wheel toys, skipping).	
		Fine Motor Skills	
		Demonstrate competency in fine motor skills needed to perform a	
		variety of physical activities.	
		With prompting and support, use fine muscle and eye-hand coordination for such	
		purposes as using utensils, self-care, building, and exploring (e.g., place small objects	
1		in bottle).	MM33; MM66;

State			
ID	Subject	State Text	Mighty Minutes
	•	Demonstrate understanding of emerging (developing) fine motor	
		skills as they apply to the learning and performance of physical	
		activities.	
		Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use	
2		clay to form shapes or objects).	MM33; MM47; MM66;
3		Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	MM33; MM51; MM66;
		Participate in fine motor activity for self-expression and/or social	
1		interaction.	
4		With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	MM51; MM66;
		With prompting and support, participate in group activities involving fine motor	
5		experiences (e.g., playing together with blocks, finger plays, and dramatic play).	MM33; MM51; MM66;
		Demonstrate emerging (developing) competency in self-help skills	
		needed to perform a variety of physical activities.	
6		With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	
		Self-Care, Health, and Safety Skills	
		Demonstrate an awareness and practice of safety rules.	
1		With prompting and support, identify safety rules (e.g., classroom, home, community).	
2		With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	
3		With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	
		Demonstrate an emerging (developing) use of standard health	
		practices.	
4		With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	
5		With prompting and support, participate in a variety of physical activities.	MM05; MM17; MM28; MM41; MM60; MM72;

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ID	Subject	State Text	Mighty Minutes
6		With prompting and support, identify nutritious foods.	
		Three-Year-Olds	
	Social and		
	Emotional		
	Developmen		
	t	Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
		With guidance and support, communicate to seek out help with difficult task, to find	
а		comfort, and to obtain security.	
b		With guidance and support, engage with a variety of familiar adults.	
2		Interact appropriately with other children.	
		Begin to engage in positive interactions and communications with classmates (e.g.,	
а		greet peers, use names of classmates, share materials).	MM66;
l.		Begin to develop relationships and share a friendship with one or two peers (e.g., offer	
b		assistance and materials to others).	
		With guidance and support, ask permission to use materials belonging to someone	
C		else.	
d		Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	
3		Express empathy and care for others.	
		With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	
а		child on the arm, give a soft hug to an upset peer).	
b		Begin to offer and accept encouraging and courteous words to demonstrate kindness.	
D		With guidance and support, identify emotional cues of others and react in a positive	
С		manner (e.g., "You seem sad.").	
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
7		With guidance and support, share experiences and ideas with others (e.g., engage in	
а		conversation to express ideas).	
<u> </u>		With guidance and support, sustain interactions with peers, allow others to join play	
		activities, and play cooperatively with others in small and large groups (e.g., engage in	
b		cooperative play or conversations over time).	

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ID	Subject	State Text	Mighty Minutes
		With guidance and support, accept assigned duties during play or classroom	
С		management routines (e.g., clean-up responsibilities).	MM82;
		Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play	
5		(e.g., "I want to play.").	
b		With guidance and support, lead and follow.	MM12; MM66; MM99;
С		With guidance and support, move into group with ease.	
6		Resolve conflicts with others.	
		With guidance and support, use discussions and negotiations to reach a compromise	
а		(e.g., "I had the drum first or you can have it when this song is over.").	
		With guidance and support, use courteous words and actions (e.g., "Please give me the	
b		book." "I'm sorry I stepped on your mat.").	
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
		Begin to make positive statements about self, use assertive voice to express self, and	
а		accept responsibility for own actions (e.g., say, "I can", "I will", "I did").	
		Begin to identify own emotions (e.g., say, "I feel") and express pride in	
b		accomplishments (e.g., "I did it!").	
2		Develop personal preferences.	
		Begin to express independence, interest, and curiosity (e.g., say, "I can", "I choose	
а		" I want").	
b		With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	
3		Show flexibility, inventiveness, and interest in solving problems.	
		With guidance and support, make alternative choices (e.g., move to another area when	
а		a center is full).	
u		With guidance and support, problem solve when working on a task (e.g., work on a	
b		puzzle; rebuild a tower of blocks that has fallen).	MM31;
4		Know personal information.	
-		With guidance and support, describe self using several basic characteristics (e.g.,	
а		gender, age, hair color, eye color).	
b		Begin to refer to self by first name.	MM92;
C		With guidance and support, know parents'/guardians' names.	

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ID	Subject	State Text	Mighty Minutes
		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
		Begin to exhibit control of own body in space (e.g., move safely through room without	
a		harm to self or others).	MM41;
		With guidance and support, follow procedures or routines (e.g., come to circle time	
b		when the teacher begins to sing).	MM73; MM82;
		With guidance and support, transition appropriately and with ease within environments	
С		(e.g., come indoors to wash hands for lunch or to listen to a story).	MM82;
6		Manage emotions.	
		With guidance and support, progress from being upset to being calm (e.g., breathe	
a		deeply to regain self-control).	
b		With guidance and support, recognize emotions (e.g., "I am really mad.").	
		With guidance and support, express feelings through appropriate gestures, actions, and	
С		language (e.g., smile and say, "This story makes me happy.").	
		With guidance and support, express frustration and anger without harming self, others,	
d		or property (e.g., "I don't like it when you take my truck.").	
1		Follow procedures and routines with teacher support.	
			MM05; MM08; MM12; MM13;
		Begin to follow one or two-step directions (e.g., move appropriately when transitions are	
a		announced).	MM67; MM72; MM78; MM99;
a		With guidance and support, use materials with care and safety (e.g., use scissors to cut	WINDT, WINTZ, WINTO, WINESS,
b		paper).	
		Begin to take turns and to share information with others (e.g., interact during group	
С		time).	MM01; MM48; MM66;
8		Demonstrate flexibility in adapting to different environments.	, , , , , , , , , , , , , , , , , , , ,
		With guidance and support, adjust behavior in different settings (e.g., at the library,	
а		playground, lunchroom).	
		With guidance and support, follow rules (e.g., use outside voice, use inside voice) in	
b		different settings.	
		Four-Year-Olds	
		Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	

State			
ID	Subject	State Text	Mighty Minutes
2		Communicate to seek out help with difficult task, to find comfort, and to obtain security.	
a b		Engage with a variety of familiar adults for a specific purpose.	
2		Interact appropriately with other children.	
_		Engage in positive interactions and communications with classmates (e.g., greet peers,	
а		use names of classmates, share materials).	MM66;
_		Develop relationships and share a friendship with one or two peers (e.g., offer	······································
b		assistance and materials to others).	
С		Ask permission to use items or materials of others.	
d		Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	
3		Express empathy and care for others.	
		Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft	
а		hug to an upset peer).	
b		Offer and accept encouraging and courteous words to demonstrate kindness.	
		With prompting and support, identify emotional cues of others and react in a positive	
С		manner (e.g., say, "You seem sad.").	
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
		With prompting and support, share experiences and ideas with others (e.g., engage in	
а		conversation to express ideas).	
		Sustain interactions with peers, allow others to join play activities, and play	
		cooperatively with others in small and large groups (e.g., engage in cooperative play or	
b		conversations over time).	
		Accept assigned duties during play or classroom management routines (e.g., clean-up	
С		responsibilities).	MM82;
5		Join ongoing activities in acceptable ways.	
a		Express to others a desire to play (e.g., say, "I want to play.").	
b		Lead and follow.	MM12; MM66; MM99;
С		Move into group with ease.	
6		Resolve conflicts with others.	
		With prompting and support, use discussions and negotiations to reach a compromise	
а		(e.g., say, "I had the drum first or you can have it when this song is over.").	
		With prompting and support, use courteous words and actions (e.g., say, "Please give	
b		me the book." "I'm sorry I stepped on your mat.").	

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ID	Subject	State Text	Mighty Minutes
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
		Make positive statements about self, use assertive voice to express self, and accept	
а		responsibility for own actions (e.g., say, "I can", "I will", "I did").	
		Identify own emotions (e.g., say, "I feel") and express pride in accomplishments (e.g.,	
b		"I did it!").	
2		Develop personal preferences.	
		Express independence, interest, and curiosity (e.g., say, "I can", "I choose" I want	
а		").	
b		Select and complete tasks (e.g., finish a puzzle or drawing).	
3		Show flexibility, inventiveness, and interest in solving problems.	
а		Make alternative choices (e.g., move to another area when a center is full).	
		Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a	
b		tower of blocks that has fallen).	MM31;
4		Know personal information.	
		Describe self using several basic characteristics (e.g., gender, age, hair color, eye	
a		color).	
b		Refer to self by first and last name.	
С		Know parents'/guardians' names.	
		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
		Control own body in space (e.g., move safely through room without harm to self or	
a		others).	MM41;
		Follow procedures or routines (e.g., come to circle time when the teacher begins to	
b		sing).	
		Transition appropriately within environments with ease (e.g., come indoors to wash	
С		hands for lunch or to listen to a story).	MM82;
6		Manage emotions.	
		With prompting and support, progress from being upset to being calm (e.g., breathe	
а		deeply to regain self-control).	
b		With prompting and support, recognize emotions (e.g., "I am really mad.").	
		With prompting and support, express feelings through appropriate gestures, actions,	
С		and language (e.g., smile and say, "This story makes me happy.").	

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ID	Subject	State Text	Mighty Minutes
		With prompting and support, express frustration and anger without harming self, others,	
d		or property (e.g., "I don't like it when you take my truck.").	
7		Follow procedures and routines with teacher support.	
a b		Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). Use materials with care and safety (e.g., use scissors to cut paper).	MM05; MM08; MM12; MM13; MM25; MM38; MM39; MM52; MM73; MM74; MM86; MM87; MM91; MM99;
			NA 404 NA 40 NA 40 NA 400
С		Take turns sharing information with others (e.g., interact during group time).	MM01; MM12; MM48; MM66;
8		Demonstrate flexibility in adapting to different environments.	
a		Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	
D		Follow rules (e.g., use outside voice, use inside voice) in different settings.	
		Three-Year-Olds	
	Creative		
	Expression	Music	
		Participate in music-related activities.	
1		With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.	MM01; MM14; MM24; MM26; MM43; MM64; MM66; MM70; MM71; MM72; MM89; MM91; MM93; MM94;
2		Begin to sing a variety of short songs.	MM06; MM14; MM23; MM24; MM43; MM64; MM66; MM70; MM71; MM72; MM78; MM89; MM91; MM93; MM94;
3 4		With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions). With guidance and support, identify fast and slow tempos.	MM11; MM14; MM24; MM70; MM71; MM72; MM78; MM89; MM91; MM93; MM94; MM99; MM59; MM66; MM91;
5		With guidance and support, recognize a wide variety of sounds.	MM14; MM66; MM94;

State			
ID	Subject	State Text	Mighty Minutes
		Dance and Movement	
		Demonstrate understanding through the use of music.	
			MM17; MM28; MM30; MM34;
			MM36; MM43; MM60; MM66;
			MM67; MM70; MM72; MM78;
1		With guidance and support, create simple movements (e.g., twirl, turn around, shake).	MM99;
		With guidance and support, respond rhythmically to different types of music (e.g., fast,	MM34; MM60; MM66; MM70;
2		slow).	MM91;
		Theatre and Dramatic Play	
		Engage in spontaneous dramatic play throughout the day in a	
		variety of centers.	
1		Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	MM06; MM43; MM93;
2		With guidance and support, use available materials as either realistic or symbolic props.	MM90.
_		With guidance and support, make up new roles from experiences and/or familiar	William,
3		stories.	MM06; MM43; MM93;
		With guidance and support, imitate characteristics of animals (e.g., sounds animals	MM06; MM30; MM39; MM43;
4		make) and of people.	MM93;
		Visual arts	
		Create visual art.	
		With guidance and support, produce original art (e.g., color, paint, draw) using a wide	
1		variety of materials and tools.	
2		With guidance and support, create artwork that reflects an idea, theme, or story.	
3		With guidance and support, describe own art work.	
		Four-Year-Olds	
		Music	
		Participate in music-related activities.	
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State			
ID	Subject	State Text	Mighty Minutes
			MM01; MM14; MM24; MM26;
			MM43; MM59; MM64; MM66;
			MM70; MM71; MM72; MM89;
1		Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	MM91; MM93; MM94;
			MM06; MM14; MM23; MM24;
			MM43; MM64; MM66; MM70;
			MM71; MM72; MM78; MM89;
2		Sing a variety of short songs.	MM91; MM93; MM94;
		3 , 3	, , ,
			MM11; MM14; MM24; MM26;
			MM70; MM71; MM72; MM78;
		Listen actively and respond to short musical works (e.g., singing, answering questions,	MM89; MM91; MM93; MM94;
3		following instructions).	MM99;
		With prompting and support, identify fast and slow tempos and simple elements of	BARACC: BARACA:
4		music. With prompting and support, recognize a wide variety of sounds and songs from other	MM66; MM91;
5		cultures.	MM78;
		Dance and Movement	William C,
		Demonstrate understanding through the use of movement.	
		Demonstrate understanding through the use of movement.	
			MM17; MM28; MM30; MM34;
			MM36; MM43; MM60; MM66;
			MM67; MM70; MM72; MM78;
1		Create simple movements (e.g., twirl, turn around, skip, shake).	MM99;
			MM34; MM60; MM66; MM67;
2		Respond rhythmically to different types of music (e.g., fast, slow).	MM70; MM91;
		Theatre and Dramatic Play	
		Engage in dramatic play throughout the day in a variety of centers.	
1		Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	MM06; MM43; MM93;
2		Use available materials as either realistic or symbolic props.	MM90;
3		Make up new roles from experiences and/or familiar stories.	MM06; MM43; MM93;

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ID	Subject	State Text	Mighty Minutes
			MM06; MM30; MM39; MM43;
4		Imitate characteristics of animals (e.g., the sounds animals make) and of people.	MM93;
		Visual Arts	
		Create and respond to visual art.	
1		Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	
2		Create artwork that reflects an idea, theme, or story.	
3		Describe own art work.	
		Three-Year-Olds	
	Approaches		
		Dlov	
	to Learning	Play	
		Engage in play.	
		With guidance and support, cooperate with peers during play by taking turns, sharing	
1		materials, and inviting others to play.	MM12; MM48; MM66;
0		With guidance and support, initiate and make decisions regarding play and learning	
2		activities (e.g., choose learning centers and materials). With guidance and support, begin to exhibit creativity and imagination in a variety of	
3		forms.	MM30; MM66;
3		With guidance and support, demonstrate engagement in various stages of play (e.g.,	IVIIVISO, IVIIVIOO,
4		solitary, parallel, collaborative).	
7		Curiosity and Initiative	
		Demonstrate curiosity and initiative.	
		Demonstrate a developing interest in new experiences by interacting with peers, using	
1		familiar materials in creative ways, and investigating new environments.	MM66;
2		Begin to ask questions to seek new information.	
3		Demonstrate an increasing ability to make independent choices.	
		With guidance and support, approach tasks and activities with flexibility, imagination	
4		and inventiveness.	MM30; MM31; MM66;
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
1		With guidance and support, follow through to complete a task or activity.	MM31;

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ID	Subject	State Text	Mighty Minutes
2		With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	MM30; MM31; MM55; MM81; MM85; MM88; MM92;
3		With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	
		Problem-Solving Skills	
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a	
2		question (e.g., work with others, use a variety of materials, use trial and error). With guidance and support apply prior learning and experiences to build new	MM31; MM11; MM18; MM23; MM46;
3		knowledge.	MM75; MM94;
		Four-Year-Olds	
		Play	
		Engage in play.	
1		Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	MM12; MM66;
2		Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	
3		Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	MM66;
4		Demonstrate active engagement in play.	
		Curiosity and Initiative	
		Demonstrate curiosity and initiative.	
		Demonstrate interest in new experiences by interacting with peers, using familiar	
1		materials in creative ways, and investigating new environments.	MM66;
2		Ask questions to seek new information.	
3		Make independent choices.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
4		Approach tasks and activities with flexibility, imagination, and inventiveness.	MM30; MM31; MM66;
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
1		Follow through to complete a task or activity.	MM31;

State	ee- and i oui-rear-c		
ID	Subject	State Text	Mighty Minutes
2		Demonstrate the ability to remain engaged in an activity or experience.	MM30; MM31; MM55; MM81; MM85; MM86; MM88; MM92;
3		Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	
		Problem-Solving Skills	
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question.	
2		Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	MM31;
3		Apply prior learning and experiences to build new knowledge. Three-Year-Olds	MM11; MM18; MM23; MM39; MM46; MM61; MM75; MM94;
	En aliab	Three-Tear-Olds	
	English		
	Language		
	Arts	Reading Standards for Literature	
		Key Ideas and Details	
1		With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask "What is the duck doing?" or respond to "Tell me about the duck").	
1		With guidance and support, retell familiar stories following the pictures in a book or	
2		through conversations, art, creative movement, or dramatic play.	
3		With guidance and support, identify common objects in the pictures in a book.	
		Craft and Structure	
4		With guidance and support, exhibit curiosity and interest that print conveys meaning.	
а		Increase vocabulary through conversations with adults and peers.	
b		Identify real world print (e.g., labels in the classroom, signs in the community).	
		With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability	
5		diversity).	
6		With guidance and support, identify the terms "author" and "illustrator."	

State	- and i oui- rear-		
ID	Subject	State Text	Mighty Minutes
	-	Integration of Knowledge and Ideas	
		With guidance and support, make connections between self and real life experiences as	
7		they relate to classroom books.	
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	
9		With guidance and support, recall a sequence of events in familiar stories.	
		Range of Reading and Level of Text Complexity	
		With guidance and support, actively engage in a variety of shared reading experiences	
		(e.g., small group, whole group, with a peer or teacher) within individual learning centers	
10		(e.g., small group, whole group, with a peer of teacher) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).	
10		Reading Standards for Informational Text	
		Key Ideas and Details	
		Troy raises and perame	
1		With guidance and support, answer questions related to a variety of print materials.	
		With prompting and support, identify the main topic/idea and express some details	
		through play (e.g., dramatic play, art, writing, math, blocks, science, music, and/or	
2		manipulatives).	
		With guidance and support, identify the connections between self and events in printed	
		materials (e.g., comparing hats from different cultures with hats people wear in child's	
3		life).	
		Craft and Structure	
		With guidance and support, exhibit curiosity about words in a variety of texts (e.g.,	
4		magazines, word walls, classroom labels).	
		With guidance and support, recognize how books are read and identify the front cover,	
5		back cover, and title page of a book.	
6		With guidance and support, identify the terms "author" and "illustrator."	
		Integration of Knowledge and Ideas	
		With guidance and support, make connections between self and real life experiences as	
7		they relate to classroom books.	
8		No developmentally appropriate standard	
9		No developmentally appropriate standard	
		Range of Reading and Level of Text Complexity	

State	- and Four-Year-C		
ID	Subject	State Text	Mighty Minutes
	•	With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music,	
10		manipulatives).	
		Reading Standards: Foundational Skills	
		Print Concepts	
1		With guidance and support, demonstrate basic features of print.	
а		Recognize that spoken words can be written and convey meaning.	
b		Recognize and name some letters in their first name.	
С		Recognize some numbers.	MM41;
d		Recognize that print moves from left to right, top to bottom, and page by page.	MM37;
		Phonological Awareness	
		With guidance and support, demonstrate an emerging understanding of spoken words	
2		and sounds.	
			MM30; MM31; MM37; MM44;
а		Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	MM72; MM82;
		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes,	MM30; MM31; MM37; MM44;
b		imitation, poetry, and conversation).	MM72; MM82;
		Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs	
C		barking).	MM06; MM39;
d		Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	MM10;
3		With guidance and support, demonstrate emergent phonological awareness skills (e.g., recognize first name in print).	
		Fluency	
		With guidance and support, display emergent reading behavior through pretend reading	
4		and picture reading.	MM37;
		Writing Standards	
		Text Types and Purposes	
		With guidance and support, explore and experiment with a combination of written	
1		representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	
2		No developmentally appropriate standard	
3		No developmentally appropriate standard	

State	- and i oui- real-c		
ID	Subject	State Text	Mighty Minutes
		Production and Distribution of Writing	
4		No developmentally appropriate standard	
5		No developmentally appropriate standard	
		With guidance and support, begin to experiment with a wide variety of fine motor	
		materials and to hold age-appropriate writing instruments (e.g., paint brushes, markers,	
6		large crayons, large pencils) to develop eye-hand coordination.	
		Research to Build and Present Knowledge	
7		No developmentally appropriate standard	
8		No developmentally appropriate standard	
9		No developmentally appropriate standard	
		Range of Writing	
10		No developmentally appropriate standard	
		Speaking and listening standards	
		Comprehension and Collaboration	
		With guidance and support, participate in social conversations (e.g., turn-taking,	
		exchanging information, listening attentively, awareness of others' feelings) in a variety	
		of settings (e.g., with peers and adults in small group, large group, and one-on-one	
1		interactions).	MM64;
		With guidance and support, demonstrate understanding of information by asking and	
2		answering questions and responding to directions.	
_		With guidance and support, ask and answer questions in order to seek help, get	
3		information, or clarify something that is not understood.	
		Presentation of Knowledge and Ideas	
4		With guidance and support, describe familiar people, places, things, and events.	MM06; MM34; MM43;
5		No developmentally appropriate standard	
_		With guidance and support, demonstrate an emergent ability to express thoughts,	
6		feelings, and needs clearly.	MM06; MM34; MM43; MM78;
		Language Standards	
		Conventions of Standard English	
1		With guidance and support, demonstrate age appropriate standard English.	
а		Ask and answer questions.	
b		Use simple prepositions (e.g., in, out, on, off).	MM99;
С		Uses proper words instead of slang or "motherese" (e.g., "baby talk").	MM34;

State	and roar roar		
ID	Subject	State Text	Mighty Minutes
2	•	No developmentally appropriate standard	
		Knowledge of Language	
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
		With guidance and support, demonstrate developing vocabulary with the majority of	
4		words spoken being understood by adults and peers.	MM43; MM78;
		With guidance and support, explore word relationships and word meanings by sorting	
		common objects into categories (e.g., shapes, foods) to gain a sense of the concepts	
5		the categories represent.	MM68;
		With guidance and support, use words and phrases acquired (e.g., conversations,	
6		experiences, shared reading, being read to).	MM06; MM34; MM43; MM78;
		Four-Year-Olds	
		Reading standards for literature	
		Key Ideas and Details	
		With prompting and support, ask and/or answer questions with details related to a	
		variety of print materials (e.g., ask "What is the duck doing?" or respond to "Tell me	
1		about the duck").	
		With prompting and support, retell familiar stories (from books, oral presentations,	
		songs, plays) using diverse media (conversation, drama, props throughout the	
2		classroom, creative movement, art, and creative writing).	MM90;
		With prompting and support, identify some characters, settings, and/or major events in	
3		a story.	
		Craft and Structure	
4		Exhibit curiosity and interest in learning words in print.	
а		Develop new vocabulary from stories.	
b		Identify environmental print (e.g., word wall, class dictation).	MM37;
		With prompting and support, interact with common types of texts (e.g., fantasy; factual;	
_		animals; books about people demonstrating racial, cultural, age, gender, and ability	
5		diversity).	
6		With prompting and support, identify the role of the author and illustrator.	
		Integration of Knowledge and Ideas	
_		With prompting and support, make connections among self, illustrations, and the story	
7		(e.g., picture walk, small group questions and answers, props in drama).	

State			
ID	Subject	State Text	Mighty Minutes
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	
		With prompting and support, compare and contrast adventures and experiences of	
9		characters in familiar stories (e.g., how are two stories similar and/or different).	
		Range of Reading and Level of Text Complexity	
		Actively engage in a variety of shared reading experiences (e.g., small group, whole	
		group, with a peer or teacher) with purpose and understanding through extension	
10		activities (e.g., art activities, dramatic play, creative writing, movement).	
		Reading Standards for Informational Text	
		Key Ideas and Details	
		With prompting and support, ask and/or answer questions with details related to a	
		variety of informational print materials (e.g., charts, graphs, maps, lists, and other	
1		reference materials).	
		With prompting and support, identify the main topic/idea and retell some details using	
2		diverse media (e.g., drama, creative writing, art, conversation).	
		With prompting and support, demonstrate the connections among individuals, events,	
		ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing,	
3		conversation).	
		Craft and Structure	
4		Exhibit curiosity and interest about words in a variety of informational texts.	
		With prompting and support, identify the front cover, back cover, and title page of a	
5		book.	
		With prompting and support, identify the role of the author and illustrator in informational	
6		text.	
		Integration of Knowledge and Ideas	
		With prompting and support, make connections between self and text and/or	
7		information and text.	
		With prompting and support, explore the purpose of the informational text as it relates to	
8		self.	
		With prompting and support, identify similarities and differences in illustrations between	
9		two texts on the same topic.	
		Range of Reading and Level of Text Complexity	

State	g- and i oui- rear-c		
ID	Subject	State Text	Mighty Minutes
10		With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	
		Reading Standards: Foundational Skills	
		Print Concepts	
1		With prompting and support, demonstrate understanding of conventions of print.	
a		Recognize an association between spoken and written words.	
b		Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	
С		Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	
d		Differentiate letters from numbers.	
е		Recognize words as a unit of print and understand that letters are grouped to form words.	
f		Understand that print moves from left to right, top to bottom, and page by page.	MM37;
g		Understand that words are separated by spaces in print.	MM37;
		Phonological Awareness	
2		With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.	
а		Engage in language play (e.g., sound patterns, rhyming patterns, songs).	MM31; MM37; MM44; MM82;
b		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	MM31; MM37; MM44; MM82;
C		Demonstrate awareness of the relationship between sounds and letters.	
		Demonstrate an understanding of syllables in words (units of sound) by clapping,	
d		stomping, and finger tapping.	
е		With prompting and support, isolate and pronounce the initial sounds in words.	MM43; MM50;
f		Demonstrate an awareness of ending sounds in words.	MM44; MM50; MM72;
3		With prompting and support, demonstrate emergent phonics and word analysis skills.	
		Demonstrate one-to-one letter-sound correspondence by producing the primary sound	
a		of some consonants.	

State			
ID	Subject	State Text	Mighty Minutes
		Recognize own name, environmental print, and some common high-frequency sight	
)		words.	MM37;
		Fluency	
		Display emergent reading behavior with purpose and understanding (e.g., pretend	
4		reading, picture reading).	MM37;
		Writing Standards	
		Text Types and Purposes	
		With prompting and support, recognize that writing is a way of communicating for a	
1		variety of purposes.	
		Explore and experiment with a combination of written representations (e.g., scribbles,	
a		drawings, letters, and dictations) to express an opinion.	
		Explore and experiment with a combination of written representations (e.g., scribbles,	
b		drawings, letters, and dictations) and describe their writing.	
		Explore and experiment with a combination of written representations (e.g., scribbles,	
		drawings, letters, and dictations) to tell about events or stories.	MM06;
2		No developmentally appropriate standard	
3		No developmentally appropriate standard	
		Production and Distribution of Writing	
4		No developmentally appropriate standard	
		With guidance and support, respond to questions/suggestions and add details to	
5		strengthen illustrations and/or creative writing as needed.	
		With prompting and support, explore a variety of tools (e.g., digital media, art materials)	
6		to collaboratively produce and publish creative writing.	
		Research to Build and Present Knowledge	
		With prompting and support, participate in shared research and projects through	
		emergent written representation (e.g., explore a number of books by a favorite author	
7		on the same topic) and express opinions about them.	
8		With prompting and support, recall information from experiences to answer questions.	MM50;
9		No developmentally appropriate standard	iviivioo,
3		Range of Writing	
10		No developmentally appropriate standard	
10		, , , , ,	
		Speaking and Listening Standards	

State			
ID	Subject	State Text	Mighty Minutes
		Comprehension and Collaboration	
		With guidance and support, participate in collaborative conversations about	
1		prekindergarten topics and texts with peers and adults in small and large groups.	
		Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening	
а		attentively, awareness of others' feelings).	MM64;
b		Engage in extended conversations.	
		With prompting and support, confirm understanding of information presented orally,	
		from read-alouds, or through other media by asking and answering questions about	MM01; MM05; MM13; MM16;
2		details.	MM21;
		With prompting and support, ask and answer questions in order to seek help, get	
3		information, or clarify something that is not understood.	
1		Presentation of Knowledge and Ideas	
4		With prompting and support, describe familiar people, places, things, and events.	MM06; MM34; MM43;
5		With prompting and support, add drawings or other visual displays to descriptions.	
		With prompting and support, demonstrate an emergent ability to express thoughts,	
6		feelings, and ideas clearly.	MM06; MM34; MM43; MM78;
		Language Standards	
		Conventions of Standard English	
		With prompting and support, demonstrate awareness of the conventions of standard	
1		English grammar and usage when speaking.	
а		Use frequently occurring nouns and verbs.	MM43;
b		Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
		Understand and use question words (interrogatives) (e.g., who, what, where, when,	
С		why, how).	
		Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by,	
d		with).	
е		Produce and expand complete sentences in shared language activities.	MM43;
		With prompting and support, demonstrate awareness of the conventions of standard	
2		English.	
а		Write first name, capitalizing the first letter.	
b		Attempt to write a letter or letters to represent a word.	
		Experiment with written representations of words, using emergent knowledge of sound-	
С		letter relationships.	
		Knowledge of Language	

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ID	Subject	State Text	Mighty Minutes
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
		With prompting and support, explore unknown and multiple-meaning words based on	
4		pre-kindergarten reading and content.	
а		Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	MM78;
5		With guidance and support, explore word relationships and word meanings.	iviivi o,
		Sort common objects into categories (e.g., shapes, foods) to gain a sense of the	
а		concepts the categories represent.	
		Experiment with frequently occurring verbs and adjectives by relating them to their	
b		opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	MM99;
		Identify real-life connections between words and their use (e.g., find examples of things	MM01; MM39; MM45; MM67;
C		that are smooth).	MM70; MM72; MM78; MM99;
d		Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).	MM43;
		With prompting and support, use words and phrases acquired through conversations,	
6		experiences, shared reading, being read to, and responding to texts.	MM06; MM34; MM43; MM78;
		Three-Year-Olds	, , , , , , , , , , , , , , , , , , , ,
	Mathematics	Counting and Cardinality Domain	
		Know number names and the count sequence.	
1		With guidance and support, recite numbers to 5 or beyond from memory.	MM82; MM89;
_		With guidance and support, experiment with a combination of written representations	
2		(e.g., scribbling or drawing).	
		Count to tell the number of objects.	
		With guidance and support, experiment with counting concrete objects and actions up	
3		to 3.	MM21; MM89;
		Compare numbers.	
		With guidance and support, experiment with comparing quantities using concrete	
4		manipulatives to determine more, less, and same.	
		Operations and Algebraic Thinking Domain	

State	- and i oui- rear-c		
ID	Subject	State Text	Mighty Minutes
	, , , , , , , , , , , , , , , , , , , ,	Understand addition as putting together and adding to and	
		understand subtraction as taking apart and taking from.	
		With guidance and support, experiment with the concepts of putting together and taking	
1		from using concrete objects.	
		With guidance and support, experiment with patterns that are developmentally	
_		appropriate (e.g., duplicate simple patterns using concrete objects and actions such as	
2		counting bears and attribute blocks, clapping, stomping, and patting).	MM10;
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
		With guidance and support, experiment with measurable attributes of everyday objects	
1		such as big, little, tall, short, full, empty, heavy, light.	MM13;
		With guidance and support, experiment with ordering two objects using attributes of big,	
2		bigger, long, longer, tall, taller, short, shorter.	MM13;
		Classify objects and count the number of objects in each category.	
		With guidance and support, sort, categorize, match, or classify objects (e.g., size,	NANAAO
3		shape, primary colors).	MM13;
		Geometry Domain	
		Explore, identify, and describe shapes (squares, circles,	
		rectangles).	
1		With guidance and support, correctly name circles, squares, and triangles.	MM25;
2		With guidance and support, recognize circles, squares, and triangles in the environment	
2		(e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	
		Analyze, compare, create, and compose shapes.	
		With guidance and support, create shapes using developmentally appropriate materials	
3		(e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	
		Four-Year-Olds	
		Counting and Cardinality Domain	
		Know number names and the count sequence.	
1		•	
I		With prompting and support, recite numbers to 30 in the correct order.	

State	- and i oui-rear-c		
ID	Subject	State Text	Mighty Minutes
2		With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.	
		Count to tell the number of objects.	
3		With guidance and support, understand the relationship between numerals and quantities.	
a		Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials.	
b		Match quantities and numerals 0 – 5.	
4		Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.	
a		Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials.	
		Compare numbers.	
5		Use comparative language (e.g., more than, less than, equal to, or same) to compare objects, using developmentally appropriate preK materials.	
		Operations and Algebraic Thinking Domain	
		Understand addition as putting together and adding to and	
		understand subtraction as taking apart and taking from.	
1		With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials.	
2		With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate preK materials.	
3		With guidance and support, demonstrate an understanding of patterns using developmentally appropriate preK materials.	
а		Duplicate and extend simple patterns using concrete objects.	
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
		With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., small, big, short, tall,	
1		empty, full, heavy, light).	MM13;
2		With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).	MM13;

State			
ID	Subject	State Text	Mighty Minutes
а		Use nonstandard units of measurement.	
b		Explore standard tools of measurement.	
		Classify objects and count the number of objects in each category.	
		With guidance and support, sort, categorize, or classify objects (e.g., color, size, length,	
3		height, weight, area, temperature).	MM13;
		Geometry Domain	
		Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1		With guidance and support, correctly name shapes.	
2		With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	
3		With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	MM22;
		Analyze, compare, create, and compose shapes.	
		With guidance and support, create and represent shapes using developmentally	
		appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners,	
4		pattern blocks).	
		With guidance and support, explore using shapes to create representations of common	
5		objects (e.g., use a square and a triangle to make a house).	MM16;

State	The and real real		Intentional Teaching
ID	Subject	State Text	Cards
		Three-Year-Olds	
	Science	Scientific Method and Inquiry	
		Engage in simple investigations.	
1		With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	LL15; LL45; M24; M66;
		With guidance and support, ask questions about objects, tools, and materials and compare,	
2		sort, classify, and order objects.	M11; M18; M32; M58;
3		With guidance and support, use a variety of simple tools to make investigations.	LL07; LL21; M09; M49;
			LL47; LL56; M50; M77;
			P22; SE01; SE08; SE09;
			SE11; SE20; SE21; SE25;
4		With guidance and support, work collaboratively with others.	SE26;
		Use the five senses to explore and investigate the environment.	
		With guidance and support, identify the body parts associated with the use of each of the five	
5		senses.	
		Physical Science	
		Develop awareness of observable properties of objects and materials.	
1		Begin to manipulate and explore a wide variety of objects and materials.	M07; M18; M26; M32;
			LL15; M02; M03; M05;
			M06; M07; M09; M12;
			M15; M18; M24; M25;
			M26; M31; M32; M44;
		With guidance and support, describe and compare objects and materials by at least one	M46; M48; M49; M58;
2		observable property (e.g., color, size, shape, weight, texture, temperature).	M62;
_		With guidance and support, identify position and movement of people and objects (e.g., over,	
3		under, in, out, sink, float).	M56;
		Life Science	
		Develop an awareness of living things.	
		With guidance and support, observe, explore, and describe a variety of living things and	
1		where they live (e.g., plants, animals, people).	
		With guidance and support, describe individual characteristics of self, other living things and	
2		people.	

M02; M03; M05; M11; M20; M25; M31; M48; M58;
M02; M03; M05; M11; natural world M20; M25; M31; M48;
M02; M03; M05; M11; natural world M20; M25; M31; M48;
M02; M03; M05; M11; natural world M20; M25; M31; M48;
M02; M03; M05; M11; natural world M20; M25; M31; M48;
natural world M20; M25; M31; M48;
natural world M20; M25; M31; M48;
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ther or
nputer, simple LL02; LL26; LL54; M09;
M49;
rences or LL45; LL63; M07; M18;
M26; M32; M49;
M02; M03; M05; M11;
M20; M25; M31; M48;
M58;
ass to look at a
LL07; LL21; M09; M49;
LL38; M07; M18; M24;
M66;
LL45; LL63; M07; M18;
M26; M32; M49;
LL47; LL56; M50; M77;
P22; SE08; SE09; SE11;
SE20; SE21; SE25; SE26;
ent.
senses.

State	and rour real		Intentional Teaching
ID	Subject	State Text	Cards
8		Describe similarities and differences in the environment using the five senses.	
		Physical Science	
		Develop awareness of observable properties of objects and materials.	
		·	LL15; M03; M07; M18;
1		Manipulate and explore a wide variety of objects and materials.	M24; M66;
			M02; M05; M06; M07;
			M09; M12; M15; M18;
			M24; M25; M26; M31;
		Describe and compare objects and materials by observable properties (e.g., color, size,	M32; M44; M46; M48;
2		shape, weight, texture, temperature).	M49; M54; M58; M62;
			M01; M36; M51; M55;
3		Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	M56;
4		Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	M18; M26; P04; P05; P19; P25;
		Life Science	,
		Acquire scientific knowledge related to life science.	
1		Name, describe, and distinguish plants, animals, and people by observable characteristics.	
2		Describe plant, animal, and human life cycles.	
3		Describe the needs of living things.	
4		Compare and contrast characteristics of living and nonliving things.	
		Earth Science	
		Apply scientific knowledge related to earth science and space.	
		Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot,	
1		cold, warm, sunny, cloudy).	
2		Identify characteristics of the clouds, sun, moon, and stars.	
		Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil,	
3		leaves).	
		Technology	
		Identify and explore a variety of technology tools.	
		Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer,	
1		simple machines) to explore objects and/or to discover new information.	M09; M49;

State ID	Subject	State Text	Intentional Teaching Cards
2	Canjoot	Use technology tools to gather and/or communicate information.	LL02; LL26;
		With prompting and support, invent and construct simple objects or structures using	- , - ,
3		technology tools.	LL02;
		Three-Year-Olds	,
	Social Studies	Family and Community	
		Understand self in relation to the family and the community.	
1		Begin to identify self as a member of a family, the learning community, and local community.	SE11; SE25; SE26;
2		With guidance and support, identify similarities and differences in people.	
3		With guidance and support, describe some family traditions.	
		With guidance and support, identify some similarities and differences in family structure,	
4		culture, ability, language, age, and gender.	
		Understand the concept of individual rights and responsibilities.	
5		With guidance and support, demonstrate responsible behavior related to daily routines.	LL25; LL35; LL42; SE01; SE08; SE09; SE11; SE12; SE13; SE15; SE17; SE20; SE22; SE23;
6		With guidance and support, explain some rules in the home and in the classroom.	
а		Identify some rules for different settings.	SE01; SE08; SE09; SE23;
b		Identify appropriate choices to promote positive interactions.	SE03; SE08; SE09; SE11; SE21; SE25; SE26;
		With guidance and support, identify some community members (e.g., parents, teachers,	
7		principals/directors, community helpers).	SE01;
8		With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	
9		With guidance and support, describe a simple sequence of familiar events.	LL33; M60;
		Our World	
		Understand the importance of people, resources, and the environment.	

State			Intentional Teaching
ID	Subject	State Text	Cards
			500 0504 0500 0540
_			P08; SE01; SE09; SE13;
1		With guidance and support, treat classroom materials and belongings of others with care.	SE17; SE23; SE26;
2		With guidance and support, identify location and some physical features of familiar places in the environment.	
		With guidance and support, use money in pretend play in order to set in motion an	
3		understanding of the role money plays in the environment (e.g., play store or restaurant).	LL22;
		Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either	
4		real or pretend, that affect daily life interactions and activities.	LL02; LL26;
		With guidance and support, begin to understand the role that people play in caring for the	
5		environment (e.g., recycling, keeping the environment clean, conserving water).	
		History and Events	
		Understand events that happened in the past.	
1		With guidance and support, describe a simple series of familiar events.	
2		With guidance and support, begin to understand events that happened in the past.	
		Four-Year-Olds	
		Family and Community	
		Understand self in relation to the family and the community.	
1		Identify self as a member of a family, the learning community, and local community.	SE11; SE25; SE26;
2		With prompting and support, identify similarities and differences in people.	
3		With prompting and support, describe some family traditions.	
		Identify some similarities and differences in family structure, culture, ability, language, age	
4		and gender.	
		Understand the concept of individual rights and responsibilities.	
			LL25; LL35; LL42; SE08;
			SE09; SE11; SE12; SE13;
			SE15; SE17; SE20; SE22
5		With prompting and support, demonstrate responsible behavior related to daily routines.	SE23;
6		With prompting and support, explain some rules in the home and in the classroom.	,
a		Identify some rules for different settings.	SE01; SE08; SE09; SE23;

State			Intentional Teaching
ID	Subject	State Text	Cards
			SE01; SE03; SE08; SE09;
b		Identify appropriate choices to promote positive interactions.	SE11; SE21; SE25; SE26;
		With prompting and support, identify some community members (e.g., parents, teachers,	
7		principals/directors, community helpers).	
		With prompting and support, identify some positive character traits of self and others (e.g.,	
8		fair, friendly, respectful, responsible).	
9		With prompting and support, describe a simple sequence of familiar events.	LL33; M60;
		Our World	
		Understand the importance of people, resources, and the environment.	
1		Treat classroom materials and the belongings of others with care.	SE09; SE26;
		With prompting and support, identify location and some physical features of familiar places in	
2		the environment.	
		With prompting and support, use money in pretend play to demonstrate understanding of the	
3		role money plays in the environment (e.g., play store or restaurant).	LL22;
		Use a variety of technology tools (e.g., telephone, cash register, computer), either real or	
4		pretend, that affect daily life interactions and activities.	LL02; LL26;
		Demonstrate an understanding of the role that people play in caring for the environment	
5		(e.g., recycling, keeping the environment clean, conserving water).	
		History and Events	
		Understand events that happened in the past.	
1		With prompting and support, describe a simple series of familiar events.	LL33; M60;
2		Recognize events that happened in the past.	
		Three-Year-Olds	
	Physical		
	Development	Gross Motor Skills	
		Demonstrate understanding of gross motor concepts as they apply to	
		the learning, development, and performance of physical activities.	
1		Identify body parts (e.g., knee, foot, arm).	

State			Intentional Teaching
ID	Subject	State Text	Cards
		With guidance and support, demonstrate coordination of large muscles to perform simple	
2		motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	P25;
		Demonstrate competency in gross motor skills and movement patterns needed to perform a	
		variety of physical activities.	
		With guidance and support, demonstrate body coordination (e.g., balance, strength, moving	
3		in space, walking up and down stairs).	P24;
		With guidance and support, use various types of equipment (e.g., playground equipment,	
4		tricycles, slides).	P33;
		Begin to engage in gross motor activities that are familiar as well as activities that are new	M56; P04; P05; P06; P07;
		and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding	P09; P13; P14; P15; P18;
5		wheel toys).	P19; P24; P25; P26; P28;
			M50 D04 D05 D00 D07
			M56; P04; P05; P06; P07;
			P09; P13; P14; P15; P18;
		Participate in physical activity for self-expression and/or social interaction.	P19; P24; P25; P26; P28;
		With guidance and support, demonstrate self-expression through movement by participating	LL 55 D40 D00
6		in activities involving music either alone or in a group.	LL55; P12; P29;
		Fine Motor	
		Demonstrate competency in fine motor skills needed to perform a	
		variety of physical activities.	
		With suidence and support use fine reveals and are band spendingtion for such numbers	D04, D04, D00, D00, D05,
		With guidance and support, use fine muscle and eye-hand coordination for such purposes as	
1		using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	SE09; SE17; SE22;
		Demonstrate understanding of emerging (developing) fine motor skills	
		as they apply to the learning and performance of physical activities.	
		as they apply to the learning and performance of physical activities.	
		With guidance and support, demonstrate emerging (developing) fine muscle coordination	
		using manipulative materials that vary in size, shape, and skill requirement (e.g., press	
2		individual computer keys on a keyboard, use clay to form shapes).	LL32; LL39; P32;

State			Intentional Teaching
ID	Subject	State Text	Cards
		With guidance and support, demonstrate emerging (developing) coordination of fine muscles	P01; P04; P08; P09; P25;
3		to perform simple motor tasks (e.g., tearing, cutting, folding).	SE09; SE17; SE22;
		Participate in fine motor activity for self-expression and/or social	
		interaction.	
		With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting,	
4		building, dressing-up in dramatic play).	LL32; LL39; P32;
		With guidance and support, participate in group activities involving fine motor experiences	P01; P04; P08; P09; P25;
5		(e.g., playing with blocks together, finger plays, and dramatic play).	SE09; SE17; SE22;
		Demonstrate emerging competency in self-help skills needed to	
		perform a variety of physical activities.	
		With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing	LL24;LL35;LL36;LL37;LL3
6		hands, feeding self).	8;LL49;LL51
		Self-Care, Health, and Safety Skills	
		Demonstrate an awareness and practice of safety rules.	
		With guidance and support, identify and follow safety rules (e.g., classroom, home,	
1		community).	P26; SE01; SE08; SE09;
		With guidance and support, practice safety procedures by responding appropriately to	M43; P04; P08; P09;
2		harmful or unsafe situations.	SE09;
		With guidance and support, demonstrate appropriate behavior to respect self and others in	P01; P04; P08; P09; P25;
3		physical activity by following simple directions and safety procedures.	SE09; SE17; SE22;
		Demonstrate an emerging use of standard health practices.	
		With guidance and support, practice common health routines (e.g., resting, eating healthy	LL24;LL35;LL36;LL37;LL3
4		meals, exercising, and using appropriate personal hygiene).	8;LL49;LL51
			DO4. DOE. DOC DOZ D40
			P04; P05; P06; P07; P10;
			P11; P12; P13; P14; P15;
			P16; P17; P18; P19; P20;
E		With guidance and support, participate in a variety of shurical activities	P21; P22; P23; P24; P25;
5		With guidance and support, participate in a variety of physical activities.	P26; P27; P28; P29; P33;

State			Intentional Teaching
ID	Subject	State Text	Cards
			LL24; LL25; LL35; LL37;
			LL49; M01; M27; M53;
			M64; M67; M68; M69;
6		With guidance and support, identify nutritious foods.	M71; M72; M74;
		Four-Year-Olds	
		Gross Motor Skills	
		Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.	
		Identify and demonstrate the use of body parts connected with gross motor movement (e.g.,	
1		knee, foot, arm).	P16
			M56; P04; P05; P06; P07;
		Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing,	P09; P13; P14; P15; P18;
2		jumping, stretching, throwing a ball).	P19; P24; P25; P26; P28;
		Demonstrate competency in gross motor skills and movement patterns	
		needed to perform a variety of physical activities.	
			LL17; P10; P11; P12;
			P14; P16; P17; P20; P21;
		With prompting and support, demonstrate body coordination (e.g., balance, strength, moving	P22; P23; P24; P27; P29;
3		in space, walking up and down stairs alternating feet).	P33;
4		Use various types of equipment (e.g., playground equipment, tricycles, slides).	P33;
			Mana Bay Bas Bas Bas
		Engage in gross motor activities that are familiar as well as activities that are new and	M56; P04; P05; P06; P07;
_		challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel	P09; P13; P14; P15; P18;
5		toys, skipping).	P19; P24; P25; P26; P28;
		Fine Motor Skills	
		Demonstrate competency in fine motor skills needed to perform a	
		variety of physical activities.	

State			Intentional Teaching
ID	Subject	State Text	Cards
			LL03; LL07; LL13; LL24;
			LL35; LL36; LL37; M14;
			M15; M28; M41; M57;
		Maria and a Control of the control o	M69; M70; M73; M79;
		With prompting and support, use fine muscle and eye-hand coordination for such purposes	P01; P03; P08; P12; P30;
		as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	P31;
		Demonstrate understanding of emerging (developing) fine motor skills	
		as they apply to the learning and performance of physical activities.	
			11.00.11.07.11.40.11.04
			LL03; LL07; LL13; LL24;
			LL32; LL35; LL36; LL37; LL39; M14; M15; M28;
		Demonstrate fine muscle coordination using manipulative materials that vary in size, shape,	M41; M57; M69; M70;
		and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form	M73; M79; P01; P03; P08;
2		shapes or objects).	P12; P30; P31; P32;
			,,,,
			LL03; LL07; LL13; LL24;
			LL35; LL36; LL37; M14;
			M15; M28; M41; M57;
		Demonstrate emerging (developing) coordination of fine muscles to perform simple motor	M69; M70; M73; M79;
3		tasks (e.g., tear, cut, fold and crease paper).	P01; P03; P08; P30; P31;
		Participate in fine motor activity for self-expression and/or social	
		interaction.	
			LL03; LL13; LL32; LL39;
1.		With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting,	M14; M15; M41; P03;
4		building, dressing-up in dramatic play).	P30; P31; P32;
			LL03; LL07; LL24; LL35;
		With prompting and support, participate in group activities involving fine motor experiences	LL36; LL37; M15; M28; M41; M57; M69; M70;
5		(e.g., playing together with blocks, finger plays, and dramatic play).	M73; M79;
			IVIT J, IVIT J,
		Demonstrate emerging (developing) competency in self-help skills	
		needed to perform a variety of physical activities.	

State	e		Intentional Teaching
ID	Subject	State Text	Cards
			LL24; LL35; LL36; LL37;
		With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing	M15; M28; M57; M69;
6		hands, feeding self).	M70; M73;
		Self-Care, Health, and Safety Skills	
		Demonstrate an awareness and practice of safety rules.	
			M43; P01; P04; P08; P09;
1		With prompting and support, identify safety rules (e.g., classroom, home, community).	P25; SE09;
		With prompting and support, practice safety procedures by responding appropriately to	M43; P04; P08; P09;
2		harmful or unsafe situations.	SE09;
		With a second and a second allowed the second and a second and a second and s	D04 D04 D00 D00 D05
2		With prompting and support, demonstrate appropriate behavior to respect self and others in	P01; P04; P08; P09; P25;
3		physical activity by following simple directions and safety procedures.	SE09; SE17; SE22;
		Demonstrate an emerging (developing) use of standard health	
		practices.	
		With prompting and support, practice common health routines (e.g., resting, eating healthy	LL24;LL35;LL36;LL37;LL3
4		meals, exercising, and using appropriate personal hygiene).	8;LL49;LL51
			P04; P05; P06; P07; P10;
			P11; P12; P13; P14; P15;
			P16; P17; P18; P19; P20;
			P21; P22; P23; P24; P25;
5		With prompting and support, participate in a variety of physical activities.	P26; P27; P28; P29; P33;
		This prompting and support, participate in a variety of projection determines.	LL24; LL25; LL35; LL37;
			LL49; M01; M27; M53;
			M64; M67; M68; M69;
6		With prompting and support, identify nutritious foods.	M71; M72; M74;
		Three-Year-Olds	
	Social and		
	Emotional		
	Development	Social Development	
	Development	Build and maintain relationships with others.	
1		•	
		Interact appropriately with familiar adults.	

State	Tee und Four Feur O		Intentional Teaching
ID	Subject	State Text	Cards
		With guidance and support, communicate to seek out help with difficult task, to find comfort,	
а		and to obtain security.	SE03; SE15; SE18; SE24;
b		With guidance and support, engage with a variety of familiar adults.	SE04; SE07; SE24;
2		Interact appropriately with other children.	
			M77; P22; SE02; SE08;
		Begin to engage in positive interactions and communications with classmates (e.g., greet	SE09; SE11; SE21; SE25;
а		peers, use names of classmates, share materials).	SE26;
		Begin to develop relationships and share a friendship with one or two peers (e.g., offer	
b		assistance and materials to others).	SE14; SE19; SE25; SE26;
C		With guidance and support, ask permission to use materials belonging to someone else.	SE01; SE09; SE25; SE26;
d		Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	SE11; SE25; SE26;
3		Express empathy and care for others.	OL 11, OLZO, OLZO,
0		With guidance and support, show affection and concern in appropriate ways (e.g., pat a child	SE04; SE06; SE07; SE13;
а		on the arm; give a soft hug to an upset peer).	SE14; SE17;
b		Begin to offer and accept encouraging and courteous words to demonstrate kindness.	OE 14, OE 17,
-		and descriptions and descriptions and against an action and the description and the de	
		With guidance and support, identify emotional cues of others and react in a positive manner	SE04; SE05; SE06; SE07;
С		(e.g., "You seem sad.").	SE13; SE14; SE16; SE17;
		Work productively toward common goals and activities.	, , , , ,
4		Participate successfully as a member of a group.	
		With guidance and support, share experiences and ideas with others (e.g., engage in	
а		conversation to express ideas).	
		With guidance and support, sustain interactions with peers, allow others to join play activities,	
		and play cooperatively with others in small and large groups (e.g., engage in cooperative	M77; SE08; SE10; SE11;
b		play or conversations over time).	SE14; SE25; SE26;
			LL25; LL35; LL42; SE08;
		With guidance and support, accept assigned duties during play or classroom management	SE09; SE12; SE17; SE20;
С		routines (e.g., clean-up responsibilities).	SE22; SE23; SE26;
<u> </u>		Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play	
5		(e.g., "I want to play.").	
 .			LL52; M35; P22; SE08;
p		With guidance and support, lead and follow.	SE11; SE20; SE25;
С		With guidance and support, move into group with ease.	M77; SE14; SE26;

State	e- and i oui- i eai-c		Intentional Teaching
ID	Subject	State Text	Cards
6		Resolve conflicts with others.	
		With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I	
а		had the drum first or you can have it when this song is over.").	SE13;
		With guidance and support, use courteous words and actions (e.g., "Please give me the	
b		book." "I'm sorry I stepped on your mat.").	SE10;
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
		Begin to make positive statements about self, use assertive voice to express self, and accept	LL42; SE03; SE15; SE16;
а		responsibility for own actions (e.g., say, "I can", "I will", "I did").	SE18; SE20; SE23; SE24;
		Begin to identify own emotions (e.g., say, "I feel") and express pride in accomplishments	
b		(e.g., "I did it!").	
2		Develop personal preferences.	
		Begin to express independence, interest, and curiosity (e.g., say, "I can", "I choose" I	LL42; SE15; SE16; SE18;
а		want").	SE20; SE24;
b		With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	LL26; M23; SE15; SE18;
3		Show flexibility, inventiveness, and interest in solving problems.	
		With guidance and support, make alternative choices (e.g., move to another area when a	SE01; SE03; SE13; SE15;
а		center is full).	SE17; SE18;
		With guidance and support, problem solve when working on a task (e.g., work on a puzzle;	
b		rebuild a tower of blocks that has fallen).	M21; M22;
4		Know personal information.	
		With guidance and support, describe self using several basic characteristics (e.g., gender,	
a		age, hair color, eye color).	
b		Begin to refer to self by first name.	LL41;
С		With guidance and support, know parents'/guardians' names.	
		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
		Begin to exhibit control of own body in space (e.g., move safely through room without harm	
a		to self or others).	

State			Intentional Teaching
ID	Subject	State Text	Cards
			LL25; LL35; LL42; SE01;
			SE08; SE09; SE11; SE12;
b		teacher begins to sing).	SE20; SE22; SE23;
		With guidance and support, transition appropriately and with ease within environments (e.g.,	LL42; SE01; SE17; SE20;
С		come indoors to wash hands for lunch or to listen to a story).	SE22; SE23;
6		Manage emotions.	
		NA/Ab and do not an analysis and a support and a support for an basic and a support to be supported by the supported by the support to be supported by the supported by the support to be supported by the	0500, 0504, 0507, 0540,
			SE03; SE04; SE07; SE13;
a		regain self-control).	SE17; SE18; SE22;
b		With guidance and support, recognize emotions (e.g., "I am really mad.").	
		With guidance and support, express feelings through appropriate gestures, actions, and	
С		language (e.g., smile and say, "This story makes me happy.").	LL27; SE04;
		With guidance and support, express frustration and anger without harming self, others, or	SE03; SE04; SE06; SE07;
Ч		property (e.g., "I don't like it when you take my truck.").	SE13; SE16; SE17; SE18;
7		Follow procedures and routines with teacher support.	0210, 0210, 0217, 0210,
•		Begin to follow one or two-step directions (e.g., move appropriately when transitions are	LL37; LL55; M36; P22;
а		announced).	P27; P28;
		With guidance and support, use materials with care and safety (e.g., use scissors to cut	M43; P01; P04; P08;
b		paper).	SE09;
			LL05; LL21; LL44; LL47;
			M37; M77; P22; SE01;
			SE02; SE08; SE09; SE11;
С		Begin to take turns and to share information with others (e.g., interact during group time).	SE21; SE25; SE26;
8		Demonstrate flexibility in adapting to different environments.	
		NA/Ab aviidanaa aad aynaast adiiyat babayisa ig diffanast aattigaa (a.g. at the Physica	0504, 0500, 0500, 0544
		With guidance and support, adjust behavior in different settings (e.g., at the library,	SE01; SE08; SE09; SE11;
а		playground, lunchroom).	SE13; SE17; SE22; SE23;
		With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different	
b		settings.	SE22; SE23;
		Four-Year-Olds	
		Social Development	

State	and rour rour		Intentional Teaching
ID	Subject	State Text	Cards
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
			0500 0504 0505 0540
			SE03; SE04; SE07; SE13;
а		Communicate to seek out help with difficult task, to find comfort, and to obtain security.	SE15; SE17; SE18;
_			SE04; SE07; SE08; SE13;
b		Engage with a variety of familiar adults for a specific purpose.	SE17; SE24;
2		Interact appropriately with other children.	
			M77; P22; SE02; SE08;
		Engage in positive interactions and communications with classmates (e.g., greet peers, use	SE09; SE11; SE21; SE25;
а		names of classmates, share materials).	SE26;
		Develop relationships and share a friendship with one or two peers (e.g., offer assistance	
b		and materials to others).	SE14; SE19; SE25; SE26;
_		Aslandariasis of the constitution of the const	0504, 0500, 0505, 0500,
C		Ask permission to use items or materials of others.	SE01; SE09; SE25; SE26;
d		Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	SE11; SE25; SE26;
3		Express empathy and care for others.	0504 0500 0507 0540
		Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug	SE04; SE06; SE07; SE13;
a .		to an upset peer).	SE14; SE17;
D		Offer and accept encouraging and courteous words to demonstrate kindness.	
		With prompting and support, identify emotional cues of others and react in a positive manner	SE04; SE05; SE06; SE07;
_		(e.g., say, "You seem sad.").	SE13; SE14; SE16; SE17;
C		, J. , ,	3E13, 3E14, 3E10, 3E17,
_		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
		With prompting and support, share experiences and ideas with others (e.g., engage in	
а		conversation to express ideas).	LL02; SE10;
		Sustain interactions with peers, allow others to join play activities, and play cooperatively with	
		others in small and large groups (e.g., engage in cooperative play or conversations over	M77; SE08; SE10; SE11;
b		time).	SE14; SE17; SE25; SE26;

State			Intentional Teaching
ID	Subject	State Text	Cards
		Accept assigned duties during play or classroom management routines (e.g., clean-up	LL25; LL35; LL42; SE01; SE08; SE09; SE12; SE16; SE17; SE20; SE22; SE23;
С		responsibilities).	SE26;
5		Join ongoing activities in acceptable ways.	M77. 0544. 0547.
а		Express to others a desire to play (e.g., say, "I want to play.").	M77; SE14; SE17;
b		Lead and follow.	LL52; M35; P22; SE08; SE11; SE20; SE25;
С		Move into group with ease.	M77; SE07; SE14; SE26;
6		Resolve conflicts with others.	
а		With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").	LL42; SE12; SE15; SE16; SE18; SE20; SE24;
b		With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").	LL42; SE12; SE15; SE16; SE18; SE20; SE24;
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
а		Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can", "I will", "I did").	LL42; SE03; SE12; SE15; SE16; SE18; SE20; SE23; SE24;
b		Identify own emotions (e.g., say, "I feel") and express pride in accomplishments (e.g., "I did it!").	LL27; SE03; SE04; SE16; SE18; SE22; SE24;
2		Develop personal preferences.	
а			LL42; SE12; SE15; SE16; SE18; SE20; SE24;
h		Select and complete tasks (e.g., finish a puzzle or drawing).	LL26; M23; P08; SE15; SE18;
3		Show flexibility, inventiveness, and interest in solving problems.	OL 10,
-		enen nexionity, internitronoco, and interest in conting problems.	

State			Intentional Teaching
ID	Subject	State Text	Cards
			SE01; SE03; SE13; SE15;
а		Make alternative choices (e.g., move to another area when a center is full).	SE17; SE18;
			LL16; LL29; LL48; M21;
			M23; P06; P07; P08; P09;
			P13; P16; P17; P18; P21;
b		blocks that has fallen).	P24; P28; SE18;
4		Know personal information.	
		Describe self using according to be a selected state (e.g., gender, e.g., being selected as a select	
a		Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	LL41;
b		Refer to self by first and last name. Know parents'/guardians' names.	LL41,
С			
_		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
		Control own body in space (e.g., move safely through room without harm to self or others).	P12;
а		Control own body in space (e.g., move salely unough room without narm to sell of others).	F12,
			SE01; SE07; SE12; SE18;
b		Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	SE20; SE22; SE23;
		Transition appropriately within environments with ease (e.g., come indoors to wash hands for	<u> </u>
С		lunch or to listen to a story).	LL42; SE01; SE20; SE23;
6		Manage emotions.	
		With prompting and support, progress from being upset to being calm (e.g., breathe deeply to	SE03; SE04; SE07; SE13;
a		regain self-control).	SE17; SE18; SE22;
			SE03; SE04; SE05; SE06;
			SE07; SE13; SE14; SE16;
b		With prompting and support, recognize emotions (e.g., "I am really mad.").	SE17; SE18; SE22;
		With prompting and support, express feelings through appropriate gestures, actions, and	
С		language (e.g., smile and say, "This story makes me happy.").	LL27; SE04;
			SE03; SE04; SE06; SE07;
		With prompting and support, express frustration and anger without harming self, others, or	SE13; SE16; SE17; SE18;
d		property (e.g., "I don't like it when you take my truck.").	SE22;
7		Follow procedures and routines with teacher support.	

State			Intentional Teaching
ID	Subject	State Text	Cards
			LL35; LL37; LL51; LL55;
			LL59; M09; M36; M40;
			M51; M56; P01; P05; P06;
		Follow one-step and/or two-step directions (e.g., move appropriately when transitions are	P07; P09; P13; P22; P27;
а		announced).	P28; P33; SE01;
L			M43; P01; P04; P08;
D		Use materials with care and safety (e.g., use scissors to cut paper).	SE09;
			LL05; LL44; LL47; M37;
			M77; P22; SE01; SE02;
		Talle towns about a information with athems (a.g. interest diving many time)	SE08; SE09; SE11; SE21;
С		Take turns sharing information with others (e.g., interact during group time).	SE25; SE26;
8		Demonstrate flexibility in adapting to different environments.	
			SE01; SE08; SE09; SE11;
2		Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	SE13; SE17; SE23;
а		Adjust behavior in different settings (e.g., at the library, playground, functionity).	SE01; SE08; SE09; SE22;
b		Follow rules (e.g., use outside voice, use inside voice) in different settings.	SE23;
		Three-Year-Olds	<u>0</u> 220,
	Creative		
	Expression	Music	
		Participate in music-related activities.	
		With guidance and support, create sounds and rhythms using voice, body, instruments, or	
1		sound-producing objects.	LL14;
2		Begin to sing a variety of short songs.	LL14; LL30; LL55;
		With guidance and support, listen and respond to short musical works (e.g., singing,	
3		answering questions, following instructions).	LL14; LL30; LL55;
4		With guidance and support, identify fast and slow tempos.	
5		With guidance and support, recognize a wide variety of sounds.	
		Dance and Movement	
		Demonstrate understanding through the use of music.	
			LL17; LL55; P10; P12;
1		With guidance and support, create simple movements (e.g., twirl, turn around, shake).	P23; P29;
•		garante and tapper, ordate ample merending (org., time, tam dround, orland)	·, · ,

State	ree- and Four-rear-O	in ormans.	Intentional Teaching
ID	Subject	State Text	Cards
15	Casjoot	State Poxt	Jarao
2		With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	P12;
		Theatre and Dramatic Play	
		Engage in spontaneous dramatic play throughout the day in a variety of	
		centers.	
1		Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	
2		With guidance and support, use available materials as either realistic or symbolic props.	LL06; M63;
3		With guidance and support, make up new roles from experiences and/or familiar stories.	M63;
		With guidance and support, imitate characteristics of animals (e.g., sounds animals make)	
4		and of people.	M63;
		Visual arts	
		Create visual art.	
		With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety	
1		of materials and tools.	M45; P30; P31;
2		With guidance and support, create artwork that reflects an idea, theme, or story.	M45; P30; P31;
3		With guidance and support, describe own art work.	M45; P30; P31;
		Four-Year-Olds	
		Music	
		Participate in music-related activities.	
1		Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	LL14;
2		Sing a variety of short songs.	LL14; LL30; LL55;
		Listen actively and respond to short musical works (e.g., singing, answering questions,	
3		following instructions).	LL14; LL30; LL55;
4		With prompting and support, identify fast and slow tempos and simple elements of music.	
		With prompting and support, recognize a wide variety of sounds and songs from other	
5		cultures.	
		Dance and Movement	
		Demonstrate understanding through the use of movement.	

State			Intentional Teaching
ID	Subject	State Text	Cards
			LL17; LL55; P10; P12;
1		Create simple movements (e.g., twirl, turn around, skip, shake).	P23; P29;
2		Respond rhythmically to different types of music (e.g., fast, slow).	P12; P29;
		Theatre and Dramatic Play	
		Engage in dramatic play throughout the day in a variety of centers.	
1		Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	
2		Use available materials as either realistic or symbolic props.	LL06; M63;
3		Make up new roles from experiences and/or familiar stories.	M63;
4		Imitate characteristics of animals (e.g., the sounds animals make) and of people.	M63;
		Visual Arts	
		Create and respond to visual art.	
1		Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	M45; P30; P31;
2		Create artwork that reflects an idea, theme, or story.	M45; P30; P31;
3		Describe own art work.	M45; P30; P31;
		Three-Year-Olds	
	Approaches to		
	Learning	Play	
		Engage in play.	
			LL05; M77; P22; SE01;
1		With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	SE08; SE09; SE11; SE25; SE26;
		With guidance and support, initiate and make decisions regarding play and learning activities	
2		(e.g., choose learning centers and materials).	SE15; SE18;
			M12; M16; M21; M36;
3		With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	M44; M47;
4		With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	SE14; SE26;
		Curiosity and Initiative	, ,
		Demonstrate curiosity and initiative.	

State			Intentional Teaching
ID	Subject	State Text	Cards
			LL61; M12; M16; M19;
		Demonstrate a developing interest in new experiences by interacting with peers, using	M30; M36; M42; M44;
1		familiar materials in creative ways, and investigating new environments.	M47; P30; P31; SE18;
2		Begin to ask questions to seek new information.	LL26; LL63; SE18;
3		Demonstrate an increasing ability to make independent choices.	SE03; SE15; SE18; SE20;
		· · · · · · · · · · · · · · · · · · ·	LL44; LL58; LL61; M12;
			M16; M17; M19; M21;
		With guidance and support, approach tasks and activities with flexibility, imagination and	M26; M32; M36; M38;
4		inventiveness.	M42; M44; M47;
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
			LL16; LL26; LL29; LL48;
			LL61; M21; M23; P06;
			P07; P08; P09; P13; P16;
			P17; P18; P21; P24; P28;
1		With guidance and support, follow through to complete a task or activity.	SE18;
			LL05; LL14; LL16; LL26;
			LL29; LL33; LL34; LL44;
			LL48; LL57; LL61; M14;
		With guidance and support, demonstrate the ability to remain engaged in an activity or	M21; M23; M30; M48;
2		experience.	P18; SE18;
		With guidance and support, seek out and accept help or information from adults and peers	
3		when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	LL63;
3		Problem-Solving Skills	LLOO,
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question.	LL63; M12;
'		Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question	LLOO, IVITZ,
2		(e.g., work with others, use a variety of materials, use trial and error).	LL63; M12; M21; M22;
_		(-1.5., -1	LL08; LL53; LL55; M60;
			P30; P31; SE05; SE06;
3		With guidance and support apply prior learning and experiences to build new knowledge.	SE09; SE22; SE23;
		Four-Year-Olds	

State	o ana roar roar		Intentional Teaching
ID	Subject	State Text	Cards
	-	Play	
		Engage in play.	
		Cooperate with peers during play by taking turns, sharing materials, and inviting others to	LL05; M77; P22; SE09;
1		play.	SE25; SE26;
		Initiate and make decisions regarding play and learning activities (e.g., choose learning	
2		centers and materials).	SE15; SE18;
3		Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	LL44; M36;
4		Demonstrate active engagement in play.	P12; P29;
		Curiosity and Initiative	, ,
		Demonstrate curiosity and initiative.	
		Demonstrate interest in new experiences by interacting with peers, using familiar materials in	LL61; M30; M44; M47;
1		creative ways, and investigating new environments.	P30; P31; SE18;
2		Ask questions to seek new information.	LL26; LL63; SE18;
			SE03; SE15; SE18; SE20;
3		Make independent choices.	SE24;
			LL44; LL58; LL61; M12;
			M16; M17; M19; M21;
			M26; M32; M36; M38;
4		Approach tasks and activities with flexibility, imagination, and inventiveness.	M42; M44; M47;
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
			LL16; LL26; LL29; LL48;
			LL61; M21; M23; P06;
			P07; P08; P09; P13; P15;
			P16; P17; P18; P21; P24;
1		Follow through to complete a task or activity.	P28; SE18;
			LL05; LL14; LL16; LL26;
			LL29; LL33; LL34; LL44;
			LL48; LL52; LL57; LL61;
			M14; M21; M23; M30;
2		Demonstrate the ability to remain engaged in an activity or experience.	M48; P18; SE18;

State	ince and roar rear or		Intentional Teaching
ID	Subject	State Text	Cards
		Seek out and accept help or information from adults and peers when needed to accomplish a	
3		task or an activity (e.g., using a step stool to reach the sink).	LL63;
		Problem-Solving Skills	
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question.	LL63; M12;
		Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work	
2		with others, use a variety of materials, use trial and error).	LL63; M12; M21; M22;
			LL08; LL53; M60; P30;
			P31; SE05; SE06; SE09;
3		Apply prior learning and experiences to build new knowledge.	SE22; SE23;
		Three-Year-Olds	
	English		
	Language Arts	Reading Standards for Literature	
		Key Ideas and Details	
		With guidance and support, ask and/or answer questions with details related to a variety of	
1		print materials (e.g., ask "What is the duck doing?" or respond to "Tell me about the duck").	LL06; LL33; SE05;
		With guidance and support, retell familiar stories following the pictures in a book or through	
2		conversations, art, creative movement, or dramatic play.	LL06; LL33;
3		With guidance and support, identify common objects in the pictures in a book.	LL33;
		Craft and Structure	
4		With guidance and support, exhibit curiosity and interest that print conveys meaning.	
а		Increase vocabulary through conversations with adults and peers.	LL01; LL43
b		Identify real world print (e.g., labels in the classroom, signs in the community).	LL20; LL22; LL23; LL31
		With guidance and support, experience common types of books (e.g., fantasy; factual;	
		animals; books about people demonstrating racial, cultural, age, gender, and ability	
5		diversity).	LL60; LL62; LL06; LL09
6		With guidance and support, identify the terms "author" and "illustrator."	LL60; LL62; LL06; LL09
		Integration of Knowledge and Ideas	
		With guidance and support, make connections between self and real life experiences as they	
7		relate to classroom books.	SE05;
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	

State	oo ana roar roar c		Intentional Teaching
ID	Subject	State Text	Cards
9	·	With guidance and support, recall a sequence of events in familiar stories.	LL06; LL33;
		Range of Reading and Level of Text Complexity	
		With guidance and support, actively engage in a variety of shared reading experiences (e.g.,	
		small group, whole group, with a peer or teacher) within individual learning centers (e.g.,	
10		dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).	LL06; LL33; SE05;
		Reading Standards for Informational Text	
		Key Ideas and Details	
1		With guidance and support, answer questions related to a variety of print materials.	LL20; LL22; LL23; LL31
		With properties and compart identify the main tenio/idea and compare details through	
2		With prompting and support, identify the main topic/idea and express some details through	1122.
2		play (e.g., dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).	LL33;
		With guidance and support, identify the connections between self and events in printed	
3		materials (e.g., comparing hats from different cultures with hats people wear in child's life).	
		Craft and Structure	
			LL20; LL22: LL23; LL31;
			M08; M27; M28; M29;
			M33; M43; M53; M54;
			M57; M64; M65; M67;
		With guidance and support, exhibit curiosity about words in a variety of texts (e.g.,	M68; M69; M70; M71;
4		magazines, word walls, classroom labels).	M73; M74;
		With guidance and support, recognize how books are read and identify the front cover, back	
5		cover, and title page of a book.	
6		With guidance and support, identify the terms "author" and "illustrator."	
		Integration of Knowledge and Ideas	
		With guidance and support, make connections between self and real life experiences as they	
7		relate to classroom books.	
8		No developmentally appropriate standard	
9		No developmentally appropriate standard	
		Range of Reading and Level of Text Complexity	

State	and rour rour c		Intentional Teaching
ID	Subject	State Text	Cards
	·		
		With guidance and support, actively engage in a variety of shared reading experiences (e.g.,	
		small group with peers or teachers, one-on-one with teachers) within individual learning	
10		centers (e.g., dramatic play, art, writing, math, blocks, science, music, manipulatives).	LL06; LL33;
		Reading Standards: Foundational Skills	
		Print Concepts	
1		With guidance and support, demonstrate basic features of print.	
а		Recognize that spoken words can be written and convey meaning.	LL50;
b		Recognize and name some letters in their first name.	LL50;
С		Recognize some numbers.	M10; M63; M78; M79;
			LL46; LL50; LL55; M52;
			M53; M54; M57; M64;
			M65; M67; M68; M69;
			M70; M71; M72; M73;
d		Recognize that print moves from left to right, top to bottom, and page by page.	M74; M75; M76;
		Phonological Awareness	
		With guidance and support, demonstrate an emerging understanding of spoken words and	
2		sounds.	LL50;
а		Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	LL11;
		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes,	
b		imitation, poetry, and conversation).	LL11; LL10; LL12; LL31
		Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs	
С		barking).	
d		Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	LL55; M35
		With guidance and support, demonstrate emergent phonological awareness skills (e.g.,	
3		recognize first name in print).	LL50;
		Fluency	
		With guidance and support, display emergent reading behavior through pretend reading and	
4		picture reading.	LL20; LL22; LL23; LL31
		Writing Standards	
		Text Types and Purposes	
		With guidance and support, explore and experiment with a combination of written	
1		representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	LL46; P32; SE19; SE21;

State	e and Four-Tear-C		Intentional Teaching
ID	Subject	State Text	Cards
2		No developmentally appropriate standard	
3		No developmentally appropriate standard	
		Production and Distribution of Writing	
4		No developmentally appropriate standard	
5		No developmentally appropriate standard	
		With guidance and support, begin to experiment with a wide variety of fine motor materials	
		and to hold age-appropriate writing instruments (e.g., paint brushes, markers, large crayons,	P01; P02; P03; P08;
6		large pencils) to develop eye-hand coordination.	LL60; LL58; LL59
		Research to Build and Present Knowledge	
7		No developmentally appropriate standard	
8		No developmentally appropriate standard	
9		No developmentally appropriate standard	
		Range of Writing	
10		No developmentally appropriate standard	
		Speaking and listening standards	
		Comprehension and Collaboration	
		With guidance and support, participate in social conversations (e.g., turn-taking, exchanging	
		information, listening attentively, awareness of others' feelings) in a variety of settings (e.g.,	SE05; SE06; SE08; SE10;
1		with peers and adults in small group, large group, and one-on-one interactions).	SE13; SE14; SE17;
		With guidance and support, demonstrate understanding of information by asking and	-,-,-,-
2		answering questions and responding to directions.	LL46; M55; M56;
		With guidance and support, ask and answer questions in order to seek help, get information,	
3		or clarify something that is not understood.	LL01; LL43; SE10
		Presentation of Knowledge and Ideas	
4		With guidance and support, describe familiar people, places, things, and events.	LL46; M46; M55;
5		No developmentally appropriate standard	
		With guidance and support, demonstrate an emergent ability to express thoughts, feelings,	LL08; LL18; LL33; LL46;
6		and needs clearly.	M46; M55; SE04;
		Language Standards	
		Conventions of Standard English	
1		With guidance and support, demonstrate age appropriate standard English.	
а		Ask and answer questions.	LL46;

State			Intentional Teaching
ID	Subject	State Text	Cards
b	·	Use simple prepositions (e.g., in, out, on, off).	M36; M55; M56;
С		Uses proper words instead of slang or "motherese" (e.g., "baby talk").	LL46; SE10
2		No developmentally appropriate standard	
		Knowledge of Language	
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
		With guidance and support, demonstrate developing vocabulary with the majority of words	
4		spoken being understood by adults and peers.	LL08; LL46;
		With guidance and support, explore word relationships and word meanings by sorting	
		common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the	
5		categories represent.	M48; M58;
		With guidance and support, use words and phrases acquired (e.g., conversations,	LL18; LL33; LL46; M55;
6		experiences, shared reading, being read to).	SE04;
		Four-Year-Olds	
		Reading standards for literature	
		Key Ideas and Details	
		With prompting and support, ask and/or answer questions with details related to a variety of	
1		print materials (e.g., ask "What is the duck doing?" or respond to "Tell me about the duck").	LL06; LL33; SE05;
		With prompting and support, retell familiar stories (from books, oral presentations, songs,	
		plays) using diverse media (conversation, drama, props throughout the classroom, creative	
2		movement, art, and creative writing).	LL06; LL33;
_		With prompting and support, identify some characters, settings, and/or major events in a	
3		story.	LL06; LL33; SE05;
		Craft and Structure	
4		Exhibit curiosity and interest in learning words in print.	
а		Develop new vocabulary from stories.	LL33;
			LL46; LL50; LL55; M52;
			M53; M54; M57; M64;
			M65; M67; M68; M69;
			M70; M71; M72; M73;
b		Identify environmental print (e.g., word wall, class dictation).	M74; M75; M76;

State	cc and roar roar c	A CHIMATON	Intentional Teaching
ID	Subject	State Text	Cards
ID	Jubject	With prompting and support, interact with common types of texts (e.g., fantasy; factual;	Carus
		animals; books about people demonstrating racial, cultural, age, gender, and ability	
5		diversity).	LL20; LL22; LL23; LL31
6		With prompting and support, identify the role of the author and illustrator.	LL60; LL62; LL06; LL09
		Integration of Knowledge and Ideas	
		With prompting and support, make connections among self, illustrations, and the story (e.g.,	
7		picture walk, small group questions and answers, props in drama).	LL06; LL33; SE05;
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	ELOO, ELOO, GLOO,
0		With prompting and support, compare and contrast adventures and experiences of	
9		characters in familiar stories (e.g., how are two stories similar and/or different).	
0		Range of Reading and Level of Text Complexity	
		Actively engage in a variety of shared reading experiences (e.g., small group, whole group,	
		with a peer or teacher) with purpose and understanding through extension activities (e.g., art	
10		, , , , , , , , , , , , , , , , , , , ,	LL06; LL33;
10		activities, dramatic play, creative writing, movement).	LLUO, LL33,
		Reading Standards for Informational Text	
		Key Ideas and Details	
		With prompting and support, ask and/or answer questions with details related to a variety of	
1		informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	
		With prompting and support, identify the main topic/idea and retell some details using diverse	
2		media (e.g., drama, creative writing, art, conversation).	
		With prompting and cupport, demonstrate the connections among individuals, events, ideas	
2		With prompting and support, demonstrate the connections among individuals, events, ideas,	
3		or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	
		Craft and Structure	
4		Exhibit curiosity and interest about words in a variety of informational texts.	LL20; LL22; LL23; LL31
_		NAME and a Control of the Control of	
5		With prompting and support, identify the front cover, back cover, and title page of a book.	
6		With prompting and support, identify the role of the author and illustrator in informational text.	
		Integration of Knowledge and Ideas	
		With prompting and support, make connections between self and text and/or information and	11.00, 11.00, 11.00
1		text.	LL20; LL22; LL23; LL31

State	c and rour rear		Intentional Teaching
ID	Subject	State Text	Cards
8		With prompting and support, explore the purpose of the informational text as it relates to self.	11 20: 11 22: 11 23: 11 31
		With prompting and support, identify similarities and differences in illustrations between two	
9		texts on the same topic.	LL20; LL22; LL23; LL31
		Range of Reading and Level of Text Complexity	
		With prompting and support, actively engage in a variety of shared reading experiences (e.g.,	
		small group, whole group, with a peer or teacher) with purpose and understanding through	
		extension activities (e.g., experiments, observations, topic studies, conversations, illustrated	
10		journals).	LL06; LL33;
		Reading Standards: Foundational Skills	
		Print Concepts	
1		With prompting and support, demonstrate understanding of conventions of print.	
а		Recognize an association between spoken and written words.	LL50;
		Recognize that the letters of the alphabet are a special category of visual graphics that can	
b		be individually named.	LL46; LL50; M67; M68;
		Recognize and name some upper- and lower-case letters of the alphabet, especially those in	
С		own name.	LL50;
			LL50; M52; M53; M54;
			M57; M64; M65; M67; M68; M69; M70; M71;
			M72; M73; M74; M75;
d		Differentiate letters from numbers.	M76;
u		Differentiate letters from numbers.	IVI7 O,
е		Recognize words as a unit of print and understand that letters are grouped to form words.	LL50;
			LL46; LL50; LL55; M52;
			M53; M54; M57; M64;
			M65; M67; M68; M69;
			M70; M71; M72; M73;
f		Understand that print moves from left to right, top to bottom, and page by page.	M74; M75; M76;
			LL46; LL50; LL55; M52;
			M53; M54; M57; M64;
			M65; M67; M68; M69;
			M70; M71; M72; M73;
g		Understand that words are separated by spaces in print.	M74; M75; M76;

State	and rour rour		Intentional Teaching
ID	Subject	State Text	Cards
		Phonological Awareness	
		With prompting and support, demonstrate an emerging understanding of spoken words,	
2		syllables, and sounds.	
а		Engage in language play (e.g., sound patterns, rhyming patterns, songs).	LL11; M35; LL14
		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes,	
b		imitation, poetry, and conversation).	LL11; LL14
С		Demonstrate awareness of the relationship between sounds and letters.	LL50;
		Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping,	
d		and finger tapping.	M35; LL55
е		With prompting and support, isolate and pronounce the initial sounds in words.	LL12; LL19
f		Demonstrate an awareness of ending sounds in words.	LL11; LL10; LL12; LL31
3		With prompting and support, demonstrate emergent phonics and word analysis skills.	LL11; LL10; LL12; LL31
		Demonstrate one-to-one letter-sound correspondence by producing the primary sound of	
а		some consonants.	LL50;
			LL46; LL50; LL55; M52;
			M53; M54; M57; M64;
			M65; M67; M68; M69;
			M70; M71; M72; M73;
b		Recognize own name, environmental print, and some common high-frequency sight words.	M74; M75; M76;
		Fluency	
		Display emergent reading behavior with purpose and understanding (e.g., pretend reading,	
4		picture reading).	LL20; LL22; LL23; LL31
		Writing Standards	
		Text Types and Purposes	
		With prompting and support, recognize that writing is a way of communicating for a variety of	
1		purposes.	
		Explore and experiment with a combination of written representations (e.g., scribbles,	
а		drawings, letters, and dictations) to express an opinion.	P32; SE19; SE21;
		Explore and experiment with a combination of written representations (e.g., scribbles,	LL32; LL39; LL42; LL45;
b		drawings, letters, and dictations) and describe their writing.	LL47; LL58
		Explore and experiment with a combination of written representations (e.g., scribbles,	
С		drawings, letters, and dictations) to tell about events or stories.	LL46; P32; SE19; SE21;
2		No developmentally appropriate standard	
3		No developmentally appropriate standard	

State ID	Subject	State Text	Intentional Teaching Cards
וט	Subject	Production and Distribution of Writing	Cards
4		No developmentally appropriate standard	
7		With guidance and support, respond to questions/suggestions and add details to strengthen	
5		illustrations and/or creative writing as needed.	P32; SE19; SE21;
3		With prompting and support, explore a variety of tools (e.g., digital media, art materials) to	1 32, 32 13, 3221,
6		collaboratively produce and publish creative writing.	LL02
		Research to Build and Present Knowledge	
		With prompting and support, participate in shared research and projects through emergent	
		written representation (e.g., explore a number of books by a favorite author on the same	
7		topic) and express opinions about them.	P30; SE18;
8		With prompting and support, recall information from experiences to answer questions.	M60; P30;
9		No developmentally appropriate standard	, ,
		Range of Writing	
10		No developmentally appropriate standard	
		Speaking and Listening Standards	
		Comprehension and Collaboration	
		With guidance and support, participate in collaborative conversations about prekindergarten	
1		topics and texts with peers and adults in small and large groups.	
		Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening	
a		attentively, awareness of others' feelings).	SE10;
b		Engage in extended conversations.	M42; SE10;
		With prompting and support, confirm understanding of information presented orally, from	
2		read-alouds, or through other media by asking and answering questions about details.	LL11; LL60
_		With prompting and support, ask and answer questions in order to seek help, get information,	
3		or clarify something that is not understood.	
		Presentation of Knowledge and Ideas	
4		With prompting and support, describe familiar people, places, things, and events.	LL46; M46; M55;
			LL32; LL39; LL42; LL45;
5		With prompting and support, add drawings or other visual displays to descriptions.	LL47; LL58
		With prompting and support, demonstrate an emergent ability to express thoughts, feelings,	LL08; LL18; LL33; LL46;
6		and ideas clearly.	M46; M55; SE04;
		Language Standards	

State ID	Subject	State Text	Intentional Teaching Cards
טו	Subject	Conventions of Standard English	Carus
		With prompting and support, demonstrate awareness of the conventions of standard English	
1		grammar and usage when speaking.	
a		Use frequently occurring nouns and verbs.	LL46;
b		Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	LL40,
U		Understand and use question words (interrogatives) (e.g., who, what, where, when, why,	
С		how).	LL18; LL46;
		now).	
d		Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	M36; M55; M56;
e		Produce and expand complete sentences in shared language activities.	LL46;
		- Tourist and original complete contents of monarca language definition	
2		With prompting and support, demonstrate awareness of the conventions of standard English.	
			LL32; LL39; LL42; LL45;
а		Write first name, capitalizing the first letter.	LL47; LL58
b		Attempt to write a letter or letters to represent a word.	P32; SE19; SE21;
		Experiment with written representations of words, using emergent knowledge of sound-letter	
С		relationships.	P32; SE21;
		Knowledge of Language	
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
		With prompting and support, explore unknown and multiple-meaning words based on pre-	
4		kindergarten reading and content.	
		Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a	
а		vehicle).	SE04;
		,	LL32; LL39; LL42; LL45;
5		With guidance and support, explore word relationships and word meanings.	LL47; LL58
		Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts	
а		the categories represent.	M48; M58;
		Experiment with frequently occurring verbs and adjectives by relating them to their opposites	
b		(antonyms) (e.g., run, walk; fast, slow; soft, hard).	M47; M55;
			LL11; M36; M46; M47;
		Identify real-life connections between words and their use (e.g., find examples of things that	M55; P30; P31; SE05;
С		are smooth).	SE06; SE09;
d		Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).	LL46;

State	inee- and Four-rear-c		Intentional Teaching
ID	Subject	State Text	Cards
		With prompting and support, use words and phrases acquired through conversations,	
6		experiences, shared reading, being read to, and responding to texts.	LL18; LL33; LL46; SE04;
		Three-Year-Olds	
	Mathematics	Counting and Cardinality Domain	
		Know number names and the count sequence.	
1		With guidance and support, recite numbers to 5 or beyond from memory.	M10; M79;
		With guidance and support, experiment with a combination of written representations (e.g.,	
2		scribbling or drawing).	P32; SE21;
1		Count to tell the number of objects.	
			M10; M22; M61; M63;
			M66; M67; M68; M77;
3		With guidance and support, experiment with counting concrete objects and actions up to 3.	M78;
		Compare numbers.	
		With guidance and support, experiment with comparing quantities using concrete	
4		manipulatives to determine more, less, and same.	M59; M61; M63;
		Operations and Algebraic Thinking Domain	
		Understand addition as putting together and adding to and understand	
		subtraction as taking apart and taking from.	
		With guidance and support, experiment with the concepts of putting together and taking from	
1		using concrete objects.	M22; M59; M61; M63;
		With guidance and support, experiment with patterns that are developmentally appropriate	
		(e.g., duplicate simple patterns using concrete objects and actions such as counting bears	
2		and attribute blocks, clapping, stomping, and patting).	M38; M40; P02;
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
			M10; M24; M26; M44;
		With guidance and support, experiment with measurable attributes of everyday objects such	M46; M48; M54; M58;
1		as big, little, tall, short, full, empty, heavy, light.	M59; M62;
			M10; M24; M26; M44;
		With guidance and support, experiment with ordering two objects using attributes of big,	M46; M48; M54; M58;
2		bigger, long, longer, tall, taller, short, shorter.	M59; M62;

State	c and rour rear		Intentional Teaching
ID	Subject	State Text	Cards
		Classify objects and count the number of objects in each category.	
		With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape,	M10; M26; M44; M46;
3		primary colors).	M48; M58; M59; M62;
		Geometry Domain	
		Explore, identify, and describe shapes (squares, circles, rectangles).	
			M36; M42; M47; M50;
i		With guidance and support, correctly name circles, squares, and triangles.	M58; M61;
			, ,
		With guidance and support, recognize circles, squares, and triangles in the environment	
2		(e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	M36; M42; M47;
		Analyze, compare, create, and compose shapes.	
		With guidance and support, create shapes using developmentally appropriate materials (e.g.,	
3		popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	M50; P20;
		Four-Year-Olds	
		Counting and Cardinality Domain	
		Know number names and the count sequence.	
I		With prompting and support, recite numbers to 30 in the correct order.	
,		With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.	M78;
-		Count to tell the number of objects.	IVI7 O,
		Count to ten the number of objects.	
3		With guidance and support, understand the relationship between numerals and quantities.	
		Recognize that a numeral is a symbol that represents a number of objects, using	
1		developmentally appropriate preK materials.	M02; M05
)		Match quantities and numerals 0 – 5.	M02; M05
		Count many kinds of concrete objects and actions up to 10, using one-to-one	
		correspondence; and, with guidance and support, count up to 7 things in a scattered	
l l		configuration.	M01; M02; M05
		Use the number name of the last object counted to represent the number of objects in a set,	
a		using developmentally appropriate preK materials.	M06; M10; M11

State	and rour rour		Intentional Teaching
ID	Subject	State Text	Cards
		Compare numbers.	
		Use comparative language (e.g., more than, less than, equal to, or same) to compare	
5		objects, using developmentally appropriate preK materials.	M59; M61; M63;
		Operations and Algebraic Thinking Domain	
		Understand addition as putting together and adding to and understand	
		subtraction as taking apart and taking from.	
		With guidance and support, experiment with adding and subtracting by using	M22; M59; M61; M63;
		developmentally appropriate preK materials.	M79:
		With guidance and support, model real-world addition and subtraction problems up through 5	M10; M22; M59; M61;
<u>></u>		using developmentally appropriate preK materials.	M63; M79;
		With guidance and support, demonstrate an understanding of patterns using developmentally	
3		appropriate preK materials.	
a		Duplicate and extend simple patterns using concrete objects.	M14; M38; M40
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
		With guidance and support, recognize measurable attributes of everyday objects such as	M10; M24; M26; M44;
		length, weight, and size using appropriate vocabulary (e.g., small, big, short, tall, empty, full,	M46; M48; M54; M58;
1		heavy, light).	M59; M62;
			M10; M24; M26; M44;
		With guidance and support, compare two objects using attributes of length, weight, and size	M46; M48; M54; M58;
2		(e.g., bigger, longer, taller, heavier, same weight, same amount).	M59; M62;
			M10; M24; M26; M44;
			M46; M48; M54; M58;
a		Use nonstandard units of measurement.	M59; M62;
			M10; M24; M26; M44;
			M46; M48; M54; M58;
)		Explore standard tools of measurement.	M59; M62;
			M10; M26; M44; M46;
		Classify objects and count the number of objects in each category.	M48; M58; M59; M62;
		With guidance and support, sort, categorize, or classify objects (e.g., color, size, length,	M10; M26; M44; M46;
3		height, weight, area, temperature).	M48; M58; M59; M62;
		Geometry Domain	

State			Intentional Teaching
ID	Subject	State Text	Cards
		Explore, identify, and describe shapes (squares, circles, triangles,	
		rectangles, hexagons, cubes, cones, cylinders, and spheres).	
			M36; M42; M47; M50;
1		With guidance and support, correctly name shapes.	M58; M61;
		With guidance and support, recognize and correctly name shapes in the environment,	M36; M42; M47; M50;
2		regardless of their orientation or overall size.	M61;
		With guidance and support, explore the differences between two-dimensional and three-	
3		dimensional shapes.	M36; M42; M50; M61;
		Analyze, compare, create, and compose shapes.	
		With guidance and support, create and represent shapes using developmentally appropriate	
4		preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	M22; M50; P20;
		With guidance and support, explore using shapes to create representations of common	
5		objects (e.g., use a square and a triangle to make a house).	M22; M50;

State	an old offination	
ID Subject	State Text	Book Discussion Cards
	Three-Year-Olds	
Science	Scientific Method and Inquiry	
	Engage in simple investigations.	
1	With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	BDC07;
2	With guidance and support, ask questions about objects, tools, and materials and compare,	,
3	sort, classify, and order objects. With guidance and support, use a variety of simple tools to make investigations.	
4	With guidance and support, work collaboratively with others.	
1	Use the five senses to explore and investigate the environment.	
	With guidance and support, identify the body parts associated with the use of each of the five	
5	senses.	
	Physical Science	
	Develop awareness of observable properties of objects and materials.	
1	Begin to manipulate and explore a wide variety of objects and materials.	
	With guidance and support, describe and compare objects and materials by at least one	DD007
2	observable property (e.g., color, size, shape, weight, texture, temperature).	BDC07;
3	With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	
	Life Science	
	Develop an awareness of living things.	
	With guidance and support, observe, explore, and describe a variety of living things and	
1	where they live (e.g., plants, animals, people).	
	With guidance and support, describe individual characteristics of self, other living things and	
2	people.	
	Earth Science	
	Develop an awareness of earth science and space.	
1	With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	
2	Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	

State			
ID	Subject	State Text	Book Discussion Cards
	•	With guidance and support, collect, sort, identify, and describe objects in the natural world	
3		(e.g., rocks, soil, leaves).	
		Technology	
		Identify and explore a variety of technology tools.	
		With guidance and support, name and use appropriate technology tools to gather or	
		communicate information (e.g., magnifying glass, telescope, microscope, computer, simple	
1		machines).	
		Four-Year-Olds	
		Scientific Method and Inquiry	
		Engage in simple investigations.	
		Make observations, make predictions, and ask questions about natural occurrences or	
1		events.	
2		Describe, compare, sort and classify, and order objects.	
		Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a	
3		bug).	
4		Explore materials, objects, and events and notice cause and effect.	
5		Describe and communicate observations, results, and ideas.	
6		Work collaboratively with others.	
		Use the five senses to explore and investigate the environment.	
7		Name and identify the body parts associated with the use of each of the five senses.	
8		Describe similarities and differences in the environment using the five senses.	
		Physical Science	
		Develop awareness of observable properties of objects and materials.	
1		Manipulate and explore a wide variety of objects and materials.	
		Describe and compare objects and materials by observable properties (e.g., color, size,	
2		shape, weight, texture, temperature).	
		Identify position and may amont of popula and abjects (a.g., averaged in a set alight and	
3		Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	
 		Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	
4		Life Science	
		Life Science	

State		
ID Subject	State Text	Book Discussion Cards
	Acquire scientific knowledge related to life science.	
1	Name, describe, and distinguish plants, animals, and people by observable characteristics.	
2	Describe plant, animal, and human life cycles.	
3	Describe the needs of living things.	BDC09;
4	Compare and contrast characteristics of living and nonliving things.	,
	Earth Science	
	Apply scientific knowledge related to earth science and space.	
	Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot,	
1	cold, warm, sunny, cloudy).	
2	Identify characteristics of the clouds, sun, moon, and stars.	
	Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil,	
3	leaves).	
	Technology	
	Identify and explore a variety of technology tools.	
	Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer,	
1	simple machines) to explore objects and/or to discover new information.	
2	Use technology tools to gather and/or communicate information.	
	With prompting and support, invent and construct simple objects or structures using	
3	technology tools.	
	Three-Year-Olds	
Social Studies	Family and Community	
	Understand self in relation to the family and the community.	
4	Design to identify self as a manch or of a fearly, the learning account it, and lead account it.	
1	Begin to identify self as a member of a family, the learning community, and local community.	DDC44: DDC20:
3	With guidance and support, identify similarities and differences in people.	BDC14; BDC20;
3	With guidance and support, describe some family traditions. With guidance and support, identify some similarities and differences in family structure,	
4	culture, ability, language, age, and gender.	BDC14; BDC16;
4		55014, 55010,
_	Understand the concept of individual rights and responsibilities.	
5	With guidance and support, demonstrate responsible behavior related to daily routines.	
6	With guidance and support, explain some rules in the home and in the classroom.	
а	Identify some rules for different settings.	

State			
ID	Subject	State Text	Book Discussion Cards
b	•	Identify appropriate choices to promote positive interactions.	
		With guidance and support, identify some community members (e.g., parents, teachers,	
7		principals/directors, community helpers).	
		With guidance and support, identify some positive character traits of self and others (e.g.,	
8		respectful, kind, fair, friendly).	
9		With guidance and support, describe a simple sequence of familiar events.	
		Our World	
		Understand the importance of people, resources, and the environment.	
1		With guidance and support, treat classroom materials and belongings of others with care.	
-		With guidance and support, identify location and some physical features of familiar places in	
2		the environment.	
		With guidance and support, use money in pretend play in order to set in motion an	
3		understanding of the role money plays in the environment (e.g., play store or restaurant).	BDC08;
		Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either	
4		real or pretend, that affect daily life interactions and activities.	
-		With guidance and support, begin to understand the role that people play in caring for the	
5		environment (e.g., recycling, keeping the environment clean, conserving water).	BDC09; BDC15;
		History and Events	, ,
		Understand events that happened in the past.	
1		With guidance and support, describe a simple series of familiar events.	BDC24;
2		With guidance and support, begin to understand events that happened in the past.	BDC09; BDC24;
		Four-Year-Olds	
		Family and Community	
		Understand self in relation to the family and the community.	
1		Identify self as a member of a family, the learning community, and local community.	
2		With prompting and support, identify similarities and differences in people.	BDC14; BDC20;
3		With prompting and support, describe some family traditions.	
		Identify some similarities and differences in family structure, culture, ability, language, age	
4		and gender.	BDC14; BDC16;
		Understand the concept of individual rights and responsibilities.	

State			
ID	Subject	State Text	Book Discussion Cards
5		With prompting and support, demonstrate responsible behavior related to daily routines.	
6		With prompting and support, explain some rules in the home and in the classroom.	
а		Identify some rules for different settings.	
b		Identify appropriate choices to promote positive interactions.	
		With prompting and support, identify some community members (e.g., parents, teachers,	
7		principals/directors, community helpers).	BDC14;
		With prompting and support, identify some positive character traits of self and others (e.g.,	
8		fair, friendly, respectful, responsible).	BDC16;
9		With prompting and support, describe a simple sequence of familiar events.	
		Our World	
		Understand the importance of people, resources, and the environment.	
1		Treat classroom materials and the belongings of others with care.	
		With prompting and support, identify location and some physical features of familiar places in	
2		the environment.	
		With prompting and support, use money in pretend play to demonstrate understanding of the	
3		role money plays in the environment (e.g., play store or restaurant).	BDC08;
		Use a variety of technology tools (e.g., telephone, cash register, computer), either real or	
4		pretend, that affect daily life interactions and activities.	
		Demonstrate an understanding of the role that people play in caring for the environment	
5		(e.g., recycling, keeping the environment clean, conserving water).	BDC09; BDC15;
		History and Events	
		Understand events that happened in the past.	
1		With prompting and support, describe a simple series of familiar events.	
2		Recognize events that happened in the past.	BDC09; BDC24;
		Three-Year-Olds	
	Physical		
	Developmen		
	4	Gross Motor Skills	
	L	GIOSS MOTOL SKIIIS	

State			
ID	Subject	State Text	Book Discussion Cards
		Demonstrate understanding of gross motor concepts as they apply to	
		the learning, development, and performance of physical activities.	
1		Identify body parts (e.g., knee, foot, arm).	
		With guidance and support, demonstrate coordination of large muscles to perform simple	
2		motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	
		Demonstrate competency in gross motor skills and movement patterns needed to perform a	
		variety of physical activities.	
		With guidance and support, demonstrate body coordination (e.g., balance, strength, moving	
3		in space, walking up and down stairs).	
1		With guidance and support, use various types of equipment (e.g., playground equipment,	
4		tricycles, slides). Begin to engage in gross motor activities that are familiar as well as activities that are new	
		and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding	
5		wheel toys).	
		Participate in physical activity for self-expression and/or social	
		interaction.	
		With guidance and support, demonstrate self-expression through movement by participating	
6		in activities involving music either alone or in a group.	
		Fine Motor	
		Demonstrate competency in fine motor skills needed to perform a	
		variety of physical activities.	
		variety of physical activities.	
		With guidance and support, use fine muscle and eye-hand coordination for such purposes as	
1		using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	
		(-1.9.), para 1.1., 1.1. 1.1., 1.1. 1.1., 1.1. 1.1., 1.1. 1.1., 1.1. 1.1., 1.1.	
		Demonstrate understanding of emerging (developing) fine motor skills	
		as they apply to the learning and performance of physical activities.	
		With guidance and support, demonstrate emerging (developing) fine muscle coordination	
		using manipulative materials that vary in size, shape, and skill requirement (e.g., press	
2		individual computer keys on a keyboard, use clay to form shapes).	

State			
ID	Subject	State Text	Book Discussion Cards
	-	With guidance and support, demonstrate emerging (developing) coordination of fine muscles	
3		to perform simple motor tasks (e.g., tearing, cutting, folding).	
		Participate in fine motor activity for self-expression and/or social	
		interaction.	
		With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting,	
4		building, dressing-up in dramatic play).	
		With guidance and support, participate in group activities involving fine motor experiences	
5		(e.g., playing with blocks together, finger plays, and dramatic play).	
		Demonstrate emerging competency in self-help skills needed to	
		perform a variety of physical activities.	
		With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing	
6		hands, feeding self).	
		Self-Care, Health, and Safety Skills	
		Demonstrate an awareness and practice of safety rules.	
		With guidance and support, identify and follow safety rules (e.g., classroom, home,	
1		community).	
		With guidance and support, practice safety procedures by responding appropriately to	
2		harmful or unsafe situations.	BDC15;
		With guidance and support, demonstrate appropriate behavior to respect self and others in	
3		physical activity by following simple directions and safety procedures.	
		Demonstrate an emerging use of standard health practices.	
		With guidance and support, practice common health routines (e.g., resting, eating healthy	
4		meals, exercising, and using appropriate personal hygiene).	
5 6		With guidance and support, participate in a variety of physical activities. With guidance and support, identify nutritious foods.	
O		Four-Year-Olds	
		Gross Motor Skills	
		Demonstrate understanding of gross motor concepts as they apply to	
		the learning, development, and performance of physical activities.	
		Identify and demonstrate the use of body parts connected with gross motor movement (e.g.,	
1		knee, foot, arm).	

State			
ID	Subject	State Text	Book Discussion Cards
		Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing,	
2		jumping, stretching, throwing a ball).	
		Demonstrate competency in gross motor skills and movement patterns	
		needed to perform a variety of physical activities.	
		With prompting and support, demonstrate body coordination (e.g., balance, strength, moving	
3		in space, walking up and down stairs alternating feet).	
4		Use various types of equipment (e.g., playground equipment, tricycles, slides).	
		Engage in gross motor activities that are familiar as well as activities that are new and	
5		challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	
		Fine Motor Skills	
		Demonstrate competency in fine motor skills needed to perform a	
		variety of physical activities.	
		With prompting and support, use fine muscle and eye-hand coordination for such purposes	
1		as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	
		as using dicrisits, sen care, building, and exploring (e.g., place small objects in bottle).	
		Domonotrate understanding of emerging (developing) fine meter skills	
		Demonstrate understanding of emerging (developing) fine motor skills	
		as they apply to the learning and performance of physical activities.	
		Demonstrate fine muscle coordination using manipulative materials that vary in size, shape,	
2		and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	
		Demonstrate emerging (developing) coordination of fine muscles to perform simple motor	
3		tasks (e.g., tear, cut, fold and crease paper).	
		Participate in fine motor activity for self-expression and/or social	
		interaction.	
		With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting,	
4		building, dressing-up in dramatic play).	
		With prompting and support, participate in group activities involving fine motor experiences	
5		(e.g., playing together with blocks, finger plays, and dramatic play).	
		Demonstrate emerging (developing) competency in self-help skills	
		needed to perform a variety of physical activities.	

State			
ID	Subject	State Text	Book Discussion Cards
		With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing	
6		hands, feeding self).	
		Self-Care, Health, and Safety Skills	
		Demonstrate an awareness and practice of safety rules.	
1		With prompting and support, identify safety rules (e.g., classroom, home, community).	
		With prompting and support, practice safety procedures by responding appropriately to	
2		harmful or unsafe situations.	BDC15;
		With prompting and support, demonstrate appropriate behavior to respect self and others in	
3		physical activity by following simple directions and safety procedures.	
		Demonstrate an emerging (developing) use of standard health	
		practices.	
		With prompting and support, practice common health routines (e.g., resting, eating healthy	
4		meals, exercising, and using appropriate personal hygiene).	
5		With prompting and support, participate in a variety of physical activities.	
6		With prompting and support, identify nutritious foods.	
		Three-Year-Olds	
	Social and		
	Emotional		
	Developmen		
	Developinen	Casial Davalanment	
	τ	Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
		With guidance and support, communicate to seek out help with difficult task, to find comfort,	
а		and to obtain security.	
b		With guidance and support, engage with a variety of familiar adults.	
2		Interact appropriately with other children.	
		Begin to engage in positive interactions and communications with classmates (e.g., greet	
а		peers, use names of classmates, share materials).	
l .		Begin to develop relationships and share a friendship with one or two peers (e.g., offer	
b		assistance and materials to others).	
_		With guidance and support, ask permission to use materials belonging to someone else.	
d		Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	
u		Acknowledge needs and rights of others (e.g., It's your turn on the swing.).	

State			
ID	Subject	State Text	Book Discussion Cards
3	·	Express empathy and care for others.	
		With guidance and support, show affection and concern in appropriate ways (e.g., pat a child	
а		on the arm; give a soft hug to an upset peer).	
b		Begin to offer and accept encouraging and courteous words to demonstrate kindness.	
		With guidance and support, identify emotional cues of others and react in a positive manner	
С		(e.g., "You seem sad.").	BDC08; BDC13;
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
		With guidance and support, share experiences and ideas with others (e.g., engage in	
а		conversation to express ideas).	
		With guidance and support, sustain interactions with peers, allow others to join play activities,	
		and play cooperatively with others in small and large groups (e.g., engage in cooperative	
b		play or conversations over time).	
		With guidance and support, accept assigned duties during play or classroom management	
С		routines (e.g., clean-up responsibilities).	
		Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play	
5		(e.g., "I want to play.").	
b		With guidance and support, lead and follow.	
С		With guidance and support, move into group with ease.	
6		Resolve conflicts with others.	
		With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I	
а		had the drum first or you can have it when this song is over.").	
		With guidance and support, use courteous words and actions (e.g., "Please give me the	
b		book." "I'm sorry I stepped on your mat.").	
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
		Begin to make positive statements about self, use assertive voice to express self, and accept	
а		responsibility for own actions (e.g., say, "I can", "I will", "I did").	
		Begin to identify own emotions (e.g., say, "I feel") and express pride in accomplishments	
b		(e.g., "I did it!").	
2		Develop personal preferences.	
		Begin to express independence, interest, and curiosity (e.g., say, "I can", "I choose" I	
а		want").	

State			
ID	Subject	State Text	Book Discussion Cards
b		With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).	
3		Show flexibility, inventiveness, and interest in solving problems.	
		With guidance and support, make alternative choices (e.g., move to another area when a	
а		center is full).	
		With guidance and support, problem solve when working on a task (e.g., work on a puzzle;	
b		rebuild a tower of blocks that has fallen).	
4		Know personal information.	
		With guidance and support, describe self using several basic characteristics (e.g., gender,	
a		age, hair color, eye color).	
b		Begin to refer to self by first name.	
С		With guidance and support, know parents'/guardians' names.	
		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
		Begin to exhibit control of own body in space (e.g., move safely through room without harm	
а		to self or others).	
		With guidance and support, follow procedures or routines (e.g., come to circle time when the	
b		teacher begins to sing).	
		With guidance and support, transition appropriately and with ease within environments (e.g.,	
С		come indoors to wash hands for lunch or to listen to a story).	
6		Manage emotions.	
		With guidance and support, progress from being upset to being calm (e.g., breathe deeply to	
а		regain self-control).	
			BDC06; BDC08; BDC11;
			BDC14; BDC18; BDC19;
b		With guidance and support, recognize emotions (e.g., "I am really mad.").	BDC20;
		With guidance and support, express feelings through appropriate gestures, actions, and	
С		language (e.g., smile and say, "This story makes me happy.").	
		With guidance and support, express frustration and anger without harming self, others, or	
d		property (e.g., "I don't like it when you take my truck.").	
7		Follow procedures and routines with teacher support.	
		Begin to follow one or two-step directions (e.g., move appropriately when transitions are	
а		announced).	
		With guidance and support, use materials with care and safety (e.g., use scissors to cut	
b		paper).	

State			
ID	Subject	State Text	Book Discussion Cards
С		Begin to take turns and to share information with others (e.g., interact during group time).	
8		Demonstrate flexibility in adapting to different environments.	
		With guidance and support, adjust behavior in different settings (e.g., at the library,	
а		playground, lunchroom).	
		With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different	
b		settings.	
		Four-Year-Olds	
		Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
а		Communicate to seek out help with difficult task, to find comfort, and to obtain security.	
b		Engage with a variety of familiar adults for a specific purpose.	
2		Interact appropriately with other children.	
		Engage in positive interactions and communications with classmates (e.g., greet peers, use	
а		names of classmates, share materials).	
		Develop relationships and share a friendship with one or two peers (e.g., offer assistance	
b		and materials to others).	
С		Ask permission to use items or materials of others.	
d		Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	
3		Express empathy and care for others.	
		Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug	
а		to an upset peer).	
b		Offer and accept encouraging and courteous words to demonstrate kindness.	
			BDC03; BDC08; BDC11;
		With prompting and support, identify emotional cues of others and react in a positive manner	BDC13; BDC17; BDC19;
С		(e.g., say, "You seem sad.").	BDC20;
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
		With prompting and support, share experiences and ideas with others (e.g., engage in	
а		conversation to express ideas).	

State			
ID	Subject	State Text	Book Discussion Cards
	, , , , , , ,	Sustain interactions with peers, allow others to join play activities, and play cooperatively with	
		others in small and large groups (e.g., engage in cooperative play or conversations over	
b		time).	
		Accept assigned duties during play or classroom management routines (e.g., clean-up	
С		responsibilities).	
5		Join ongoing activities in acceptable ways.	
а		Express to others a desire to play (e.g., say, "I want to play.").	
b		Lead and follow.	
С		Move into group with ease.	
6		Resolve conflicts with others.	
		With prompting and support, use discussions and negotiations to reach a compromise (e.g.,	
а		say, "I had the drum first or you can have it when this song is over.").	
		With prompting and support, use courteous words and actions (e.g., say, "Please give me the	
b		book." "I'm sorry I stepped on your mat.").	
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
		Make positive statements about self, use assertive voice to express self, and accept	
а		responsibility for own actions (e.g., say, "I can", "I will", "I did").	
		Identify own emotions (e.g., say, "I feel") and express pride in accomplishments (e.g., "I	
b		did it!").	
2		Develop personal preferences.	
a		Express independence, interest, and curiosity (e.g., say, "I can", "I choose" I want").	
b		Select and complete tasks (e.g., finish a puzzle or drawing).	
3		Show flexibility, inventiveness, and interest in solving problems.	
а		Make alternative choices (e.g., move to another area when a center is full).	
		Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of	
b		blocks that has fallen).	
4		Know personal information.	
		Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	
h		Refer to self by first and last name.	
b		Know parents'/guardians' names.	
С		niow parents/guardians names.	

State			
ID	Subject	State Text	Book Discussion Cards
		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
		· · · · · · · · · · · · · · · · · · ·	
а		Control own body in space (e.g., move safely through room without harm to self or others).	
b		Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	
		Transition appropriately within environments with ease (e.g., come indoors to wash hands for	
С		lunch or to listen to a story).	
6		Manage emotions.	
		With prompting and support, progress from being upset to being calm (e.g., breathe deeply to	
а		regain self-control).	
b		With prompting and support, recognize emotions (e.g., "I am really mad.").	
		With prompting and support, express feelings through appropriate gestures, actions, and	
С		language (e.g., smile and say, "This story makes me happy.").	
		With prompting and support, express frustration and anger without harming self, others, or	
d		property (e.g., "I don't like it when you take my truck.").	
7		Follow procedures and routines with teacher support.	
		Follow one-step and/or two-step directions (e.g., move appropriately when transitions are	
а		announced).	
b		Use materials with care and safety (e.g., use scissors to cut paper).	
С		Take turns sharing information with others (e.g., interact during group time).	
8		Demonstrate flexibility in adapting to different environments.	
a		Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	
b		Follow rules (e.g., use outside voice, use inside voice) in different settings.	
		Three-Year-Olds	
C	reative		
E	xpression	Music	
		Participate in music-related activities.	
		With guidance and support, create sounds and rhythms using voice, body, instruments, or	
1		sound-producing objects.	
2		Begin to sing a variety of short songs.	
		With guidance and support, listen and respond to short musical works (e.g., singing,	
3		answering questions, following instructions).	
4		With guidance and support, identify fast and slow tempos.	

Ctoto			
State ID	Subject	State Text	Book Discussion Cards
5	Gasjoot	With guidance and support, recognize a wide variety of sounds.	Book Bissassion Garas
		Dance and Movement	
		Demonstrate understanding through the use of music.	
1		With guidance and support, create simple movements (e.g., twirl, turn around, shake).	
		J. J. J. J. J. J. J. J. J. J. J. J. J. J	
2		With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	
		Theatre and Dramatic Play	
		Engage in spontaneous dramatic play throughout the day in a variety of	
		centers.	
1		Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	
2		With guidance and support, use available materials as either realistic or symbolic props.	
3		With guidance and support, make up new roles from experiences and/or familiar stories.	
1		With guidance and support, imitate characteristics of animals (e.g., sounds animals make)	
4		and of people. Visual arts	
		Create visual art.	
		With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety	
2		of materials and tools. With guidance and support, create artwork that reflects an idea, theme, or story.	
3		With guidance and support, create artwork that reflects arridea, therie, or story. With guidance and support, describe own art work.	
		Four-Year-Olds	
		Music	
		Participate in music-related activities.	
		Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	
2		Sing a variety of short songs.	
		Listen actively and respond to short musical works (e.g., singing, answering questions,	
3		following instructions).	
4		With prompting and support, identify fast and slow tempos and simple elements of music.	

State			
ID	Subject	State Text	Book Discussion Cards
		With prompting and support, recognize a wide variety of sounds and songs from other	
5		cultures.	BDC14;
		Dance and Movement	
		Demonstrate understanding through the use of movement.	
1		Create simple movements (e.g., twirl, turn around, skip, shake).	
2		Respond rhythmically to different types of music (e.g., fast, slow).	
		Theatre and Dramatic Play	
		Engage in dramatic play throughout the day in a variety of centers.	
1		Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	
2		Use available materials as either realistic or symbolic props.	
3		Make up new roles from experiences and/or familiar stories.	
4		Imitate characteristics of animals (e.g., the sounds animals make) and of people.	
		Visual Arts	
		Create and respond to visual art.	
1		Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	
2		Create artwork that reflects an idea, theme, or story.	
3		Describe own art work.	
		Three-Year-Olds	
	Approaches		
	to Learning	Play	
	to Louining	Engage in play.	
		With guidance and support, cooperate with peers during play by taking turns, sharing	
1		materials, and inviting others to play.	
		With guidance and support, initiate and make decisions regarding play and learning activities	
2		(e.g., choose learning centers and materials).	
3		With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	
4		With guidance and support, demonstrate engagement in various stages of play (e.g., solitary,	
4		parallel, collaborative).	
		Curiosity and Initiative	

State			
ID	Subject	State Text	Book Discussion Cards
		Demonstrate curiosity and initiative.	
		Demonstrate a developing interest in new experiences by interacting with peers, using	
1		familiar materials in creative ways, and investigating new environments.	
2		Begin to ask questions to seek new information.	
3		Demonstrate an increasing ability to make independent choices.	
		With guidance and support, approach tasks and activities with flexibility, imagination and	
4		inventiveness.	
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
1		With guidance and support, follow through to complete a task or activity.	
		With guidance and support, demonstrate the ability to remain engaged in an activity or	
2		experience.	
		With guidance and support, seek out and accept help or information from adults and peers	
3		when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	
		Problem-Solving Skills	
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question.	
		Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question	
2		(e.g., work with others, use a variety of materials, use trial and error).	
2		With guidance and support apply prior learning and experiences to build new knowledge.	
3		Four-Year-Olds	
		Play	
		Engage in play.	
		Cooperate with peers during play by taking turns, sharing materials, and inviting others to	
1		play.	
		Initiate and make decisions regarding play and learning activities (e.g., choose learning	
2		centers and materials).	
3		Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	
4		Demonstrate active engagement in play.	
		Curiosity and Initiative	

State	3		
ID	Subject	State Text	Book Discussion Cards
		Demonstrate curiosity and initiative.	
		Demonstrate interest in new experiences by interacting with peers, using familiar materials in	
1		creative ways, and investigating new environments.	
2		Ask questions to seek new information.	
3		Make independent choices.	
4		Approach tasks and activities with flexibility, imagination, and inventiveness.	
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
1		Follow through to complete a task or activity.	
2		Demonstrate the ability to remain engaged in an activity or experience.	
		Seek out and accept help or information from adults and peers when needed to accomplish a	
3		task or an activity (e.g., using a step stool to reach the sink).	
		Problem-Solving Skills	
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question.	
		Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work	
2		with others, use a variety of materials, use trial and error).	
3		Apply prior learning and experiences to build new knowledge.	
		Three-Year-Olds	
	English		
	Language		
	Arts	Reading Standards for Literature	
		Key Ideas and Details	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With guidance and support, ask and/or answer questions with details related to a variety of	8;BDC19;BDC20;BDC21;B
1		print materials (e.g., ask "What is the duck doing?" or respond to "Tell me about the duck").	DC22

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With guidance and support, retell familiar stories following the pictures in a book or through	8;BDC19;BDC20;BDC21;B
2		conversations, art, creative movement, or dramatic play.	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
3		With guidance and support, identify common objects in the pictures in a book.	DC22
		Craft and Structure	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
4		With guidance and support, exhibit curiosity and interest that print conveys meaning.	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
а		Increase vocabulary through conversations with adults and peers.	DC22
b		Identify real world print (e.g., labels in the classroom, signs in the community).	

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
		With guidance and support, experience common types of books (e.g., fantasy; factual;	DC15;BDC16;BDC17;BDC1
		animals; books about people demonstrating racial, cultural, age, gender, and ability	8;BDC19;BDC20;BDC21;B
5		diversity).	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
6		With guidance and support, identify the terms "author" and "illustrator."	DC22
		Integration of Knowledge and Ideas	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
7		relate to classroom books.	DC22
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
9		With guidance and support, recall a sequence of events in familiar stories.	DC22
		Range of Reading and Level of Text Complexity	

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
		With guidance and support, actively engage in a variety of shared reading experiences (e.g.,	DC15;BDC16;BDC17;BDC1
		small group, whole group, with a peer or teacher) within individual learning centers (e.g.,	8;BDC19;BDC20;BDC21;B
10		dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).	DC22
		Reading Standards for Informational Text	
		Key Ideas and Details	
1		With guidance and support, answer questions related to a variety of print materials.	BDC03;
		With prompting and support, identify the main topic/idea and express some details through	
2		play (e.g., dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).	BDC03;
		With guidance and support, identify the connections between self and events in printed	
3		materials (e.g., comparing hats from different cultures with hats people wear in child's life).	BDC03;
3		Craft and Structure	BDC03,
		With guidance and support, exhibit curiosity about words in a variety of texts (e.g.,	
4		magazines, word walls, classroom labels).	
_		With guidance and support, recognize how books are read and identify the front cover, back	
5		cover, and title page of a book.	
6		With guidance and support, identify the terms "author" and "illustrator."	
		Integration of Knowledge and Ideas	
		With guidance and support, make connections between self and real life experiences as they	
7		relate to classroom books.	BDC03;
8		No developmentally appropriate standard	,
9		No developmentally appropriate standard	
		Range of Reading and Level of Text Complexity	
		With guidance and support, actively engage in a variety of shared reading experiences (e.g.,	
		small group with peers or teachers, one-on-one with teachers) within individual learning	
10		centers (e.g., dramatic play, art, writing, math, blocks, science, music, manipulatives).	BDC03;
		Reading Standards: Foundational Skills	

State			
ID	Subject	State Text	Book Discussion Cards
	· ·	Print Concepts	
1		With guidance and support, demonstrate basic features of print.	
а		Recognize that spoken words can be written and convey meaning.	
b		Recognize and name some letters in their first name.	
С		Recognize some numbers.	
d		Recognize that print moves from left to right, top to bottom, and page by page.	
		Phonological Awareness	
0		With guidance and support, demonstrate an emerging understanding of spoken words and	
2		sounds.	
а		Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	
b		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	
		Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs	
С		barking).	
d		Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	
		With guidance and support, demonstrate emergent phonological awareness skills (e.g.,	
3		recognize first name in print).	
		Fluency	
		With guidance and support, display emergent reading behavior through pretend reading and	BDC01;BDC02;BDC03;BDC 04;BDC05;BDC06;BDC07;B DC08;BDC09;BDC10;BDC1 1;BDC12;BDC13;BDC14;B DC15;BDC16;BDC17;BDC1 8;BDC19;BDC20;BDC21;B
4		picture reading.	DC22
		Writing Standards	
		Text Types and Purposes	
		With guidance and support, explore and experiment with a combination of written	
1		representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	
2		No developmentally appropriate standard	
3		No developmentally appropriate standard	
		Production and Distribution of Writing	
4		No developmentally appropriate standard	

State		
State Subject	State Text	Book Discussion Cards
5 Subject	No developmentally appropriate standard	BOOK DISCUSSION Cards
3	With guidance and support, begin to experiment with a wide variety of fine motor materials	
	and to hold age-appropriate writing instruments (e.g., paint brushes, markers, large crayons,	
6	large pencils) to develop eye-hand coordination.	
	Research to Build and Present Knowledge	
7	No developmentally appropriate standard	
8	No developmentally appropriate standard	
9	No developmentally appropriate standard	
	Range of Writing	
10	No developmentally appropriate standard	
	Speaking and listening standards	
	Comprehension and Collaboration	
	•	BDC01;BDC02;BDC03;BDC
		04;BDC05;BDC06;BDC07;B
		DC08;BDC09;BDC10;BDC1
		1;BDC12;BDC13;BDC14;B
	With guidance and support, participate in social conversations (e.g., turn-taking, exchanging	DC15;BDC16;BDC17;BDC1
	information, listening attentively, awareness of others' feelings) in a variety of settings (e.g.,	8;BDC19;BDC20;BDC21;B
1	with peers and adults in small group, large group, and one-on-one interactions).	DC22
		BDC01;BDC02;BDC03;BDC
		04;BDC05;BDC06;BDC07;B
		DC08;BDC09;BDC10;BDC1
		1;BDC12;BDC13;BDC14;B
		DC15;BDC16;BDC17;BDC1
	With guidance and support, demonstrate understanding of information by asking and	8;BDC19;BDC20;BDC21;B
2	answering questions and responding to directions.	DC22
		BDC01;BDC02;BDC03;BDC
		04;BDC05;BDC06;BDC07;B
		DC08;BDC09;BDC10;BDC1
		1;BDC12;BDC13;BDC14;B
		DC15;BDC16;BDC17;BDC1
	With guidance and support, ask and answer questions in order to seek help, get information,	8;BDC19;BDC20;BDC21;B
3	or clarify something that is not understood.	DC22
	Presentation of Knowledge and Ideas	

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
4		With guidance and support, describe familiar people, places, things, and events.	DC22
5		No developmentally appropriate standard	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
		With guideness and current demonstrate an emergent chility to everyon thoughts, feelings	DC15;BDC16;BDC17;BDC1 8;BDC19;BDC20;BDC21;B
6		With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.	DC22
0		Language Standards	DOZZ
		Conventions of Standard English	
1		With guidance and support, demonstrate age appropriate standard English.	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1 8;BDC19;BDC20;BDC21;B
		Ask and answer questions.	DC22
a b		Use simple prepositions (e.g., in, out, on, off).	DOZZ
С		Uses proper words instead of slang or "motherese" (e.g., "baby talk").	
2		No developmentally appropriate standard	
_		Knowledge of Language	
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
		Vocabulary Acquisition and OSE	

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With guidance and support, demonstrate developing vocabulary with the majority of words	8;BDC19;BDC20;BDC21;B
4		spoken being understood by adults and peers.	DC22
		With guidance and support, explore word relationships and word meanings by sorting	
5		common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
		With guidance and support, use words and phrases acquired (e.g., conversations,	
6		experiences, shared reading, being read to).	
		Four-Year-Olds	
		Reading standards for literature	
		Key Ideas and Details	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With prompting and support, ask and/or answer questions with details related to a variety of	8;BDC19;BDC20;BDC21;B
1		print materials (e.g., ask "What is the duck doing?" or respond to "Tell me about the duck").	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1 1;BDC12;BDC13;BDC14;B
		With prompting and support, retell familiar stories (from books, oral presentations, songs,	DC15;BDC16;BDC17;BDC1
		plays) using diverse media (conversation, drama, props throughout the classroom, creative	8;BDC19;BDC20;BDC21;B
2		movement, art, and creative writing).	DC22

State			
ID	Subject	State Text	Book Discussion Cards
	•		BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With prompting and support, identify some characters, settings, and/or major events in a	8;BDC19;BDC20;BDC21;B
3		story.	DC22
		Craft and Structure	
4		Exhibit curiosity and interest in learning words in print.	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
а		Develop new vocabulary from stories.	DC22
b		Identify environmental print (e.g., word wall, class dictation).	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
		With prompting and support, interact with common types of texts (e.g., fantasy; factual;	DC15;BDC16;BDC17;BDC1
		animals; books about people demonstrating racial, cultural, age, gender, and ability	8;BDC19;BDC20;BDC21;B
5		diversity).	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
6		With prompting and support, identify the role of the author and illustrator.	DC22
		Integration of Knowledge and Ideas	

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With prompting and support, make connections among self, illustrations, and the story (e.g.,	8;BDC19;BDC20;BDC21;B
7		picture walk, small group questions and answers, props in drama).	DC22
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
_		With prompting and support, compare and contrast adventures and experiences of	8;BDC19;BDC20;BDC21;B
9		characters in familiar stories (e.g., how are two stories similar and/or different).	DC22
		Range of Reading and Level of Text Complexity	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
		Actively engage in a variety of shared reading experiences (e.g., small group, whole group,	DC15;BDC16;BDC17;BDC1
		, , , , ,	8;BDC19;BDC20;BDC21;B
10		activities, dramatic play, creative writing, movement).	DC22
		Reading Standards for Informational Text	
		Key Ideas and Details	
		With prompting and support, ask and/or answer questions with details related to a variety of	
1		informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	
		With prompting and support, identify the main topic/idea and retell some details using diverse	
2		media (e.g., drama, creative writing, art, conversation).	BDC03;
		With prompting and support demonstrate the connections among individuals asserts ideas	
2		With prompting and support, demonstrate the connections among individuals, events, ideas,	PDC02
3		or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	BDC03;
		Craft and Structure	

State			
ID	Subject	State Text	Book Discussion Cards
4		Exhibit curiosity and interest about words in a variety of informational texts.	
_		With according and compact identify the fourt cover had been and title according	
5		With prompting and support, identify the front cover, back cover, and title page of a book.	
6		With prompting and support, identify the role of the author and illustrator in informational text.	
		Integration of Knowledge and Ideas	
		With prompting and support, make connections between self and text and/or information and	
7		text.	BDC03;
8		With prompting and support, explore the purpose of the informational text as it relates to self.	
		With prompting and support, identify similarities and differences in illustrations between two	
9		texts on the same topic.	
		Range of Reading and Level of Text Complexity	
		With prompting and support, actively engage in a variety of shared reading experiences (e.g.,	
		small group, whole group, with a peer or teacher) with purpose and understanding through	
		extension activities (e.g., experiments, observations, topic studies, conversations, illustrated	
10		journals).	BDC03;
		Reading Standards: Foundational Skills	
		Print Concepts	
1		With prompting and support, demonstrate understanding of conventions of print.	
а		Recognize an association between spoken and written words.	
		Recognize that the letters of the alphabet are a special category of visual graphics that can	
b		be individually named.	
		Recognize and name some upper- and lower-case letters of the alphabet, especially those in	
С		own name.	
d		Differentiate letters from numbers.	
e		Recognize words as a unit of print and understand that letters are grouped to form words.	
Ť		Understand that print moves from left to right, top to bottom, and page by page.	
g		Understand that words are separated by spaces in print.	
		Phonological Awareness	
		With prompting and support, demonstrate an emerging understanding of spoken words,	
2		syllables, and sounds.	
а		Engage in language play (e.g., sound patterns, rhyming patterns, songs).	

State			
ID	Subject	State Text	Book Discussion Cards
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes,	
b		imitation, poetry, and conversation).	
С		Demonstrate awareness of the relationship between sounds and letters.	
		Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping,	
d		and finger tapping.	
е		With prompting and support, isolate and pronounce the initial sounds in words.	
f		Demonstrate an awareness of ending sounds in words.	
3		With prompting and support, demonstrate emergent phonics and word analysis skills.	
а		Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	
b		Recognize own name, environmental print, and some common high-frequency sight words.	
		Fluency	
			BDC01;BDC02;BDC03;BDC 04;BDC05;BDC06;BDC07;B DC08;BDC09;BDC10;BDC1 1;BDC12;BDC13;BDC14;B DC15;BDC16;BDC17;BDC1
		Display emergent reading behavior with purpose and understanding (e.g., pretend reading,	8;BDC19;BDC20;BDC21;B DC22
4		picture reading).	DC22
		Writing Standards	
		Text Types and Purposes	
		With prompting and support, recognize that writing is a way of communicating for a variety of	
1		purposes.	
		Explore and experiment with a combination of written representations (e.g., scribbles,	
а		drawings, letters, and dictations) to express an opinion.	
		Explore and experiment with a combination of written representations (e.g., scribbles,	
b		drawings, letters, and dictations) and describe their writing.	
		Explore and experiment with a combination of written representations (e.g., scribbles,	
C		drawings, letters, and dictations) to tell about events or stories.	
2		No developmentally appropriate standard	
3		No developmentally appropriate standard	
		Production and Distribution of Writing	
4		No developmentally appropriate standard	

State			
ID	Subject	State Text	Book Discussion Cards
		With guidance and support, respond to questions/suggestions and add details to strengthen	
5		illustrations and/or creative writing as needed.	
		With prompting and support, explore a variety of tools (e.g., digital media, art materials) to	
6		collaboratively produce and publish creative writing.	
		Research to Build and Present Knowledge	
		With prompting and support, participate in shared research and projects through emergent	
		written representation (e.g., explore a number of books by a favorite author on the same	
7		topic) and express opinions about them.	
8		With prompting and support, recall information from experiences to answer questions.	
9		No developmentally appropriate standard	
		Range of Writing	
10		No developmentally appropriate standard	
		Speaking and Listening Standards	
		Comprehension and Collaboration	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With guidance and support, participate in collaborative conversations about prekindergarten	8;BDC19;BDC20;BDC21;B
1		topics and texts with peers and adults in small and large groups.	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening	8;BDC19;BDC20;BDC21;B
а		attentively, awareness of others' feelings).	DC22

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
b		Engage in extended conversations.	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With prompting and support, confirm understanding of information presented orally, from	8;BDC19;BDC20;BDC21;B
2		read-alouds, or through other media by asking and answering questions about details.	DC22
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With prompting and support, ask and answer questions in order to seek help, get information,	
3		or clarify something that is not understood.	DC22
		Presentation of Knowledge and Ideas	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
			8;BDC19;BDC20;BDC21;B
4		With prompting and support, describe familiar people, places, things, and events.	DC22
5		With prompting and support, add drawings or other visual displays to descriptions.	

State			
ID	Subject	State Text	Book Discussion Cards
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With prompting and support, demonstrate an emergent ability to express thoughts, feelings,	8;BDC19;BDC20;BDC21;B
6		and ideas clearly.	DC22
		Language Standards	
		Conventions of Standard English	
		With prompting and support, demonstrate awareness of the conventions of standard English	
1		grammar and usage when speaking.	
a		Use frequently occurring nouns and verbs.	
b		Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
		Understand and use question words (interrogatives) (e.g., who, what, where, when, why,	
С		how).	
d		Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	
e		Produce and expand complete sentences in shared language activities.	
2		With prompting and support, demonstrate awareness of the conventions of standard English.	
а		Write first name, capitalizing the first letter.	
b		Attempt to write a letter or letters to represent a word.	
		Experiment with written representations of words, using emergent knowledge of sound-letter	
С		relationships.	
		Knowledge of Language	
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
			BDC01;BDC02;BDC03;BDC
			04;BDC05;BDC06;BDC07;B
			DC08;BDC09;BDC10;BDC1
			1;BDC12;BDC13;BDC14;B
			DC15;BDC16;BDC17;BDC1
		With prompting and support, explore unknown and multiple-meaning words based on pre-	8;BDC19;BDC20;BDC21;B
4		kindergarten reading and content.	DC22

State			
ID	Subject	State Text	Book Discussion Cards
		Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a	
а		vehicle).	
5		With guidance and support, explore word relationships and word meanings.	
		Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts	
а		the categories represent.	
		Experiment with frequently occurring verbs and adjectives by relating them to their opposites	
b		(antonyms) (e.g., run, walk; fast, slow; soft, hard).	
		Identify real-life connections between words and their use (e.g., find examples of things that	
С		are smooth).	
d		Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).	
		With prompting and support, use words and phrases acquired through conversations,	
6		experiences, shared reading, being read to, and responding to texts.	
		Three-Year-Olds	
	Mathematics	Counting and Cardinality Domain	
		Know number names and the count sequence.	
1		With guidance and support, recite numbers to 5 or beyond from memory.	
		With guidance and support, experiment with a combination of written representations (e.g.,	
2		scribbling or drawing).	
		Count to tell the number of objects.	
0		NAME OF THE CONTROL O	
3		With guidance and support, experiment with counting concrete objects and actions up to 3.	
		Compare numbers.	
		With guidance and support, experiment with comparing quantities using concrete	
4		manipulatives to determine more, less, and same.	
		Operations and Algebraic Thinking Domain	
		Understand addition as putting together and adding to and understand	
		subtraction as taking apart and taking from.	
		With guidance and support, experiment with the concepts of putting together and taking from	
1		using concrete objects.	
		With guidance and support, experiment with patterns that are developmentally appropriate	
		(e.g., duplicate simple patterns using concrete objects and actions such as counting bears	
2		and attribute blocks, clapping, stomping, and patting).	

State			
ID	Subject	State Text	Book Discussion Cards
	•	Measurement and Data Domain	
		Describe and compare measurable attributes.	
		With guidance and support, experiment with measurable attributes of everyday objects such	
1		as big, little, tall, short, full, empty, heavy, light.	
		With guidance and support, experiment with ordering two objects using attributes of big,	
2		bigger, long, longer, tall, taller, short, shorter.	
		Classify objects and count the number of objects in each category.	
		With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape,	
3		primary colors).	
		Geometry Domain	
4		Explore, identify, and describe shapes (squares, circles, rectangles).	
1		With guidance and support, correctly name circles, squares, and triangles.	
		With guidance and support, recognize circles, squares, and triangles in the environment	
2		(e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	
		Analyze, compare, create, and compose shapes.	
		With guidance and support, create shapes using developmentally appropriate materials (e.g.,	
3		popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	
		Four-Year-Olds	
		Counting and Cardinality Domain	
		Know number names and the count sequence.	
1		With prompting and support, recite numbers to 30 in the correct order.	
2		With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.	
		Count to tell the number of objects.	
		NACAL published a conditional to an extend the relationship between a constant and the selection of the conditionship between a condition and conditionship between a conditionship between a condition and conditionship between a conditionship between a condition and conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and conditionship between a condition and condition and conditionship between a condition and condition and condit	
3		With guidance and support, understand the relationship between numerals and quantities.	
		Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials.	
b		Match quantities and numerals 0 – 5.	
~		materi quantities and numerals 0 0.	

a us Co Us a Us So O O	State Text count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration. Is the number name of the last object counted to represent the number of objects in a set, sing developmentally appropriate preK materials. Compare numbers. Is e comparative language (e.g., more than, less than, equal to, or same) to compare bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Inderstand addition as putting together and adding to and understand subtraction as taking apart and taking from.	Book Discussion Cards
4 co 4 co Us a us Co Us Co O	orrespondence; and, with guidance and support, count up to 7 things in a scattered on figuration. Is the number name of the last object counted to represent the number of objects in a set, sing developmentally appropriate preK materials. Compare numbers. Is e comparative language (e.g., more than, less than, equal to, or same) to compare bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
4 co Us a us Co Us b O O	Is the number name of the last object counted to represent the number of objects in a set, sing developmentally appropriate preK materials. Compare numbers. Is e comparative language (e.g., more than, less than, equal to, or same) to compare bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
a us Co Us So O	Is the number name of the last object counted to represent the number of objects in a set, sing developmentally appropriate preK materials. Compare numbers. Is a comparative language (e.g., more than, less than, equal to, or same) to compare bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
a us Co Us 5 ob	Sing developmentally appropriate preK materials. Compare numbers. Is a comparative language (e.g., more than, less than, equal to, or same) to compare bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
5 ob	Sompare numbers. Is a comparative language (e.g., more than, less than, equal to, or same) to compare bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
5 ob O	se comparative language (e.g., more than, less than, equal to, or same) to compare bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
5 ob	bjects, using developmentally appropriate preK materials. Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand aubtraction as taking apart and taking from.	
0	Operations and Algebraic Thinking Domain Understand addition as putting together and adding to and understand aubtraction as taking apart and taking from.	
	Inderstand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
	ubtraction as taking apart and taking from.	
U		
St		
W	/ith guidance and support, experiment with adding and subtracting by using	
	evelopmentally appropriate preK materials.	
	/ith guidance and support, model real-world addition and subtraction problems up through 5	
	sing developmentally appropriate preK materials.	
	Vith guidance and support, demonstrate an understanding of patterns using developmentally	
	ppropriate preK materials.	
	uplicate and extend simple patterns using concrete objects.	
M	leasurement and Data Domain	
D (Describe and compare measurable attributes.	
W	/ith guidance and support, recognize measurable attributes of everyday objects such as	
	ength, weight, and size using appropriate vocabulary (e.g., small, big, short, tall, empty, full, eavy, light).	
	Vith guidance and support, compare two objects using attributes of length, weight, and size	
	e.g., bigger, longer, taller, heavier, same weight, same amount).	
a Ùs	se nonstandard units of measurement.	
b Ex	xplore standard tools of measurement.	
	Classify objects and count the number of objects in each category.	
	/ith guidance and support, sort, categorize, or classify objects (e.g., color, size, length,	
	eight, weight, area, temperature).	
G	Seometry Domain	

State			
ID	Subject	State Text	Book Discussion Cards
		Explore, identify, and describe shapes (squares, circles, triangles,	
		rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1		With guidance and support, correctly name shapes.	
		With guidance and support, recognize and correctly name shapes in the environment,	
2		regardless of their orientation or overall size.	
		With guidance and support, explore the differences between two-dimensional and three-	
3		dimensional shapes.	
		Analyze, compare, create, and compose shapes.	
		With guidance and support, create and represent shapes using developmentally appropriate	
4		preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	
		With guidance and support, explore using shapes to create representations of common	
5		objects (e.g., use a square and a triangle to make a house).	