



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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State ID	State Text	Investigation Day	Time of Day
	Three-Year-Olds		
	Scientific Method and Inquiry		
	Engage in simple investigations.		
1	With guidance and support, identify materials by texture (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
		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	Large Group
		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
		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 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
		Balls / Do all balls roll? / Day 1	Small Group
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		Balls / Do all balls roll? / Day 2	Choice Time
		Buildings / Celebrating Learning / Day 2	Read Aloud
		Trees / Exploring the Topic / Day 2	Large Group
		Trees / Exploring the Topic / Day 3	Choice Time
		Balls / Do all balls roll? / 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

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
3	With guidance and support, use a variety of simple tools 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
4	With guidance and support, work collaboratively with others.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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
		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 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 ID	State Text	Investigation Day	Time of Day
	Use the five senses to explore and investigate the environment.		
5	With guidance and support, identify the body parts associated with the use of each of 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.	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? 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
2	With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, 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
3	With guidance and support, identify position and movement of people and objects (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

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.		
1	With guidance and support, observe, explore, and describe a variety of living things and where they live (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
2	With guidance and support, describe individual 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.		
1	With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	Clothes / Exploring the Topic / Day 2	Small Group
2	Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	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
3	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 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

State ID	State Text	Investigation Day	Time of Day
		Trees / Who lives in trees? / Day 3	Choice Time
	Technology		
	Identify and explore a variety of technology tools.		
1	With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, 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.		
1	Make observations, make predictions, and ask questions about natural occurrences or events.	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 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	Large Group
2	Describe, compare, sort and 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 / 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 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

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	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
3	Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 2	Choice Time
4	Explore materials, objects, and events and notice cause 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	Outdoor Experiences
		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

State 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 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
5	Describe and communicate observations, results, and 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 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
		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
		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
6	Work collaboratively with others.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 ID	State Text	Investigation Day	Time of Day
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 3	Large Group Roundup
		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 / 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.		
8	Describe similarities and differences in the environment using the five senses.	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
	Physical Science		
	Develop awareness of observable properties of objects and materials.		
1	Manipulate and explore a wide variety of objects and 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 ID	State Text	Investigation Day	Time of Day
		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 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
2	Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, 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
3	Identify position and movement of people and objects (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
4	Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
		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.		
1	Name, describe, and distinguish plants, animals, and 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 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
4	Compare and contrast characteristics of living and nonliving things.	Trees / What are the characteristics of the trees in our 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.		
1	Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	Clothes / Exploring the Topic / Day 2	Small Group
2	Identify characteristics of the clouds, sun, moon, and stars.	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
3	Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	Trees / What are the characteristics of the trees in our 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
	Technology		
	Identify and explore a variety of technology tools.		

State ID	State Text	Investigation Day	Time of Day
1	Use appropriate technology tools (e.g., magnifying 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
2	Use technology tools to gather and/or communicate information.	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
		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
3	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.		
1	Begin to identify self as a member of a family, the learning community, and local community.	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
		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	Small Group
		Clothes / Celebrating Learning / Day 1	Read Aloud
2	With guidance and support, identify similarities and 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
3	With guidance and support, describe some family 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
4	With guidance and support, identify some similarities and differences in family 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

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.		
5	With guidance and support, demonstrate responsible behavior related to daily routines.	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 / When do things happen at school? / Day 3	Large Group
6	With guidance and support, explain some rules in the home and in the classroom.		
a	Identify some rules for different settings.	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 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
b	Identify appropriate choices to promote positive interactions.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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
7	With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, 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	Large Group
		Balls / Who uses balls? / Day 5	Large Group
8	With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	Clothes / How do people make clothes? / Day 4	Read Aloud
9	With guidance and support, describe a simple sequence of familiar events.	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 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 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? / 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 3	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 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	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
		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 Roundup
		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

State ID	State Text	Investigation Day	Time of Day
		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
		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
	Our World		
	Understand the importance of people, resources, and the environment.		

State ID	State Text	Investigation Day	Time of Day
1	With guidance and support, treat classroom materials 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
2	With guidance and support, identify location and some 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

State ID	State Text	Investigation Day	Time of Day
3	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 restaurant).	Reduce, Reuse, Recycle / How can we create less trash? / Day 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
4	Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	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	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
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).	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 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
		Beginning the Year / When do things happen at school? / Day 3	Large Group
		Clothes / How do we take care of our clothes? / Day 2	Read Aloud
2	With guidance and support, begin to understand 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
	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.	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
		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	Small Group
		Clothes / Celebrating Learning / Day 1	Read Aloud
2	With prompting and support, identify similarities and 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
3	With prompting and support, describe some family 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
4	Identify some similarities and differences in family 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.		
5	With prompting and support, demonstrate responsible behavior related to daily routines.	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 / When do things happen at school? / Day 3	Large Group
6	With prompting and support, explain some rules in the home and in the classroom.		
a	Identify some rules for different settings.	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 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
b	Identify appropriate choices to promote positive interactions.	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

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
7	With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	Beginning the Year / What names do we need to know at 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
		Buildings / Who builds buildings? What tools do they use? / Day 4	Large Group
		Buildings / What are buildings made of? What makes them strong? / Day 2	Read Aloud
		Buildings / What is special about our building? / Day 3	Large Group
		Trees / What food comes from trees? / Day 3	Large Group
		Trees / Who takes care of trees? / Day 1	Large Group
		Trees / Who takes care of trees? / Day 1	Read Aloud
		Trees / Who takes care of trees? / Day 3	Read Aloud
		Balls / 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
		Clothes / Where do we get our clothes? / Day 2	Choice Time
		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
		Clothes / What special clothes do people wear for work? / Day 1	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 2	Large Group
		Clothes / What special clothes do people wear for work? / Day 2	Small Group
		Clothes / What special clothes do people wear for work? / Day 4	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	Large Group
		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

State ID	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
8	With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).		
9	With prompting and support, describe a simple sequence of familiar events.	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 1	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
		Balls / Celebrating Learning / Day 2	Choice Time
		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
		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 3	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 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
		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

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	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
		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

State ID	State Text	Investigation Day	Time of Day
	Our World		
	Understand the importance of people, resources, and the environment.		
1	Treat classroom materials and the belongings of others 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
		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
2	With prompting and support, identify location and some 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
3	With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	Buildings / What happens inside buildings? / Day 1	Large Group
		Buildings / What happens inside buildings? / Day 1	Read Aloud
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Choice Time
		Balls / Who uses balls? / Day 3	Choice Time
		Clothes / Where do we get our clothes? / Day 2	Choice Time
4	Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	Clothes / Where do we get our clothes? / Day 3	Large Group
		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	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
5	Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	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 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.		
1	With prompting and support, describe a simple series of familiar events.	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 1	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? / 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 3	Large Group Roundup
		Buildings / Who builds buildings? What tools do they use? / Day 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
		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 ID	State Text	Investigation Day	Time 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).		
2	With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., 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.		
3	With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	Balls / Exploring the Topic / Day 5	Large Group
4	With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	Balls / Do all balls bounce? / Day 0	Outdoor Experiences
5	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 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 ID	State Text	Investigation Day	Time of Day
	Participate in physical activity for self-expression and/or social interaction.		
6	With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Fine Motor		
	Demonstrate competency in fine motor skills needed to perform a variety of physical activities.		
1	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 objects in bottle).	Buildings / Who builds buildings? What tools do they use? / Day 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.		
2	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 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
3	With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	Buildings / Who builds buildings? What tools do they use? / Day 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.		
4	With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	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
5	With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).	Buildings / Who builds buildings? What tools do they use? / Day 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.		
6	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.		
1	With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	Beginning the Year / What names do we need to know at 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
2	With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	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
3	With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	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 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
	Demonstrate an emerging use of standard health practices.		

State ID	State Text	Investigation Day	Time of Day
4	With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, 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
5	With guidance and support, participate in a variety of physical activities.	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 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
6	With guidance and support, identify nutritious foods.	Beginning the Year / What sounds do we hear at school? 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.			
1	Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).		
2	Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, 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
		Balls / What makes balls move? / Day 2	Read Aloud
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.			

State ID	State Text	Investigation Day	Time of Day
3	With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, 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
4	Use various types of equipment (e.g., playground equipment, tricycles, slides).		
5	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 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.		
1	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 in bottle).	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

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	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.		
2	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 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
3	Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, 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
		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
	Participate in fine motor activity for self-expression and/or social interaction.		
4	With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, 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
5	With prompting and support, participate in group activities involving fine motor experiences (e.g., playing 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
2	With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	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

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
3	With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	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 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.		
4	With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, 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
5	With prompting and support, participate in a variety of physical activities.	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 0	Outdoor Experiences
		Balls / Exploring the Topic / Day 0	Outdoor Experiences
6	With prompting and support, identify nutritious foods.	Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 1	Read Aloud
	Three-Year-Olds		
	Social Development		

State ID	State Text	Investigation Day	Time of Day
	Build and maintain relationships with others.		
1	Interact appropriately with familiar adults.		
a	With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.	Beginning the Year / What should we do if we get sad or scared at school? / Day 3	Large Group
b	With guidance and support, engage with a variety of 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
		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
2	Interact appropriately with other children.		
a	Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of 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
		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

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 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 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

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	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? 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 other places look like? / Day 3	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 Roundup
		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
		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

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? / 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
		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
b	Begin to develop relationships and share a friendship 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
		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 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	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

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
c	With guidance and support, ask permission to use 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
d	Acknowledge needs and rights of others (e.g., "It's 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

State ID	State Text	Investigation Day	Time of Day
		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
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Large Group Roundup
		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
		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 are our rules? / Day 1	Small Group
		Beginning the Year / What are our rules? / 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
		Beginning 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
		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 ID	State Text	Investigation Day	Time of Day
a	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).	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
b	Begin to offer and accept encouraging and courteous words to demonstrate kindness.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 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
		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
c	With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”).	Beginning the Year / What names do we need to know at 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 at school? / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared 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.		
a	With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	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 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	Large Group
		Clothes / Celebrating Learning / Day 2	Choice Time
b	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 time).	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 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	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

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
c	With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
5	Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play (e.g., "I want to 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 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
c	With guidance and support, move into group with ease.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 / 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
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		Buildings / Exploring the Topic / Day 3	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	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 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
a	With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”).		
b	With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I 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	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 2	Large 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	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

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 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
		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

State ID	State Text	Investigation Day	Time of Day
		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 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.		
a	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 ...", "I did ...").	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
		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

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
b 2	Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!"). Develop personal preferences.		
a	Begin to express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").	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 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
b	With guidance and support, select and complete tasks (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
		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.		
a	With guidance and support, make alternative choices (e.g., move to another area when a center is full).	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 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
b	With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	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 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
		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
		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
a	With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
		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 are our rules? / Day 4	Choice Time
b	Begin to refer to self by first name.	Beginning the Year / What names do we need to know at 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
c	With guidance and support, know parents'/guardians' names.	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
		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.		
a	Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).	Beginning the Year / What names do we need to know at school? / Day 0	Outdoor Experiences

State ID	State Text	Investigation Day	Time of Day
b	With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher 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	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
c	With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).	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 / When do things happen at school? / Day 3	Large Group
		Clothes / What are the features of clothes? / Day 4	Large Group
6	Manage emotions.		
a	With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 4	Read Aloud

State ID	State Text	Investigation Day	Time of Day
b	With guidance and support, recognize emotions (e.g., “I am really mad.”).	Clothes / How do people make clothes? / Day 4	Read Aloud
		Clothes / What special clothes do people wear for work? / Day 4	Read Aloud
		Clothes / Celebrating Learning / Day 1	Read Aloud
c	With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	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
d	With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
7	Follow procedures and routines with teacher support.		
a	Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).	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
b	With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	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
		Trees / What can we do with parts of trees? / Day 3	Large Group
c	Begin to take turns and to share information with others (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 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
		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	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

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
		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 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

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? 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 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

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 community? / Day 3	Large Group Roundup
		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
		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	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
		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

State ID	State Text	Investigation Day	Time of Day
		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
8	Demonstrate flexibility in adapting to different environments.		
a	With guidance and support, adjust behavior in different 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
b	With guidance and support, 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

State 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.		
a	Communicate to seek out help with difficult task, to find comfort, and to obtain security.	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 4	Read Aloud
b	Engage with a variety of familiar adults for a specific 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
2	Interact appropriately with other children.		

State ID	State Text	Investigation Day	Time of Day
a	Engage in positive interactions and communications with classmates (e.g., greet peers, use names of 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	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 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
		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 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
		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

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 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
		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 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 Roundup
		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 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 ID	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
b	Develop relationships and share a friendship 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
		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 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
c	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
d	Acknowledge needs and rights of others (e.g., say, "It's 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

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 1	Large Group Roundup
		Reduce, Reuse, Recycle / How can we create less trash? / Day 2	Large Group Roundup
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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	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 are our rules? / 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

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
		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 / 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	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

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.		
a	Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	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
b	Offer and accept encouraging and courteous words to demonstrate kindness.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 1	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
		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 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
c	With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.>").	Beginning the Year / What names do we need to know at 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 at school? / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared 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.		
a	With prompting and support, share experiences and ideas with others (e.g., engage in conversation to 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 1	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		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
		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

State ID	State Text	Investigation Day	Time of Day
		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 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	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
		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	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
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
b	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 time).	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 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
		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
c	Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	Beginning the Year / What names do we need to know at school? / Day 1	Small Group
5	Join ongoing activities in acceptable ways.		
a	Express to others a desire to play (e.g., say, "I want to play.").	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 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
c	Move into group with ease.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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

State ID	State Text	Investigation Day	Time of Day
		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 / 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
		Buildings / Exploring the Topic / Day 2	Large Group Roundup
		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 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

State ID	State Text	Investigation Day	Time of Day
		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.		
a	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.”).		
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.”).		
	Emotional Development		
	Demonstrate awareness of self and capabilities.		
1	Demonstrate trust in self.		
a	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 ...”).	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

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	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
b	Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	Beginning the Year / What names do we need to know at school? / Day 3	Small Group
		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

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
		Reduce, Reuse, Recycle / Exploring the Topic / Day 5	Large Group Roundup
2	Develop personal preferences.		
a	Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").	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 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
		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 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
b	Select and complete tasks (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
		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

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.		
a	Make alternative choices (e.g., move to another area when a center is full).	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 2	Small Group
		Beginning the Year / What names do we need to know at school? / Day 5	Small Group
b	Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has 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.		
a	Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	Beginning the Year / What names do we need to know at school? / Day 5	Choice Time
b	Refer to self by first and last name.	Beginning the Year / What names do we need to know at school? / Day 2	Large Group
		Beginning the Year / What names do we need to know at 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
c	Know parents'/guardians' names.	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
		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.		
a	Control own body in space (e.g., move safely through room without harm to self or others).	Balls / What makes balls move? / Day 0	Outdoor Experiences
b	Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	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 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
c	Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	Beginning the Year / What names do we need to know at 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.		
a	With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Large Group
		Clothes / Exploring the Topic / Day 4	Read Aloud
b	With prompting and support, recognize emotions (e.g., "I am really mad.").	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 at school? / Day 2	Large Group
		Beginning the Year / What should we do if we get sad or scared 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
c	With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").	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
d	With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").	Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Choice Time
7	Follow procedures and routines with teacher support.		

State ID	State Text	Investigation Day	Time of Day
a	Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	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
		Balls / What are balls made of? / Day 1	Choice Time
b	Use materials with care and safety (e.g., use scissors to cut paper).	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
		Trees / What can we do with parts of trees? / Day 3	Large Group
c	Take turns sharing information with others (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 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

State ID	State Text	Investigation Day	Time of Day
		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	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
		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
		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
		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 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
		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 / 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 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.		
a	Adjust behavior in different 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 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.		
1	With guidance and support, create sounds and rhythms using voice, body, 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? 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	Choice Time
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
3	With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, 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	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
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	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 / 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
5	With guidance and support, recognize a wide variety of 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
		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	Choice Time
	Dance and Movement		
	Demonstrate understanding through the use of music.		
1	With guidance and support, create simple movements (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
2	With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	Theatre and Dramatic Play		

State ID	State Text	Investigation Day	Time of Day
	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.	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
2	With guidance and support, use available materials as 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
3	With guidance and support, 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

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
4	With guidance and support, imitate characteristics of animals (e.g., 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
	Visual arts		
	Create visual art.		
1	With guidance and support, produce original art (e.g., color, paint, draw) using a 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

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
2	With guidance and support, 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
		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 ID	State Text	Investigation Day	Time of Day
		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	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
		Clothes / How do people make clothes? / Day 5	Choice Time
		Clothes / What other special clothes do people wear? / Day 2	Choice Time

State ID	State Text	Investigation Day	Time of Day
		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
	Four-Year-Olds		
	Music		
	Participate in music-related activities.		
1	Create sounds and rhythms using voice, body, 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? 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
		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
3	Listen actively and respond to short musical works (e.g., singing, answering questions, 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
		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

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
4	With prompting and support, identify fast and slow 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
		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
		Clothes / What special clothes do people wear for work? / Day 3	Choice Time
5	With prompting and support, recognize a wide variety of 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

State ID	State Text	Investigation Day	Time of Day
	Dance and Movement		
	Demonstrate understanding through the use of movement.		
1	Create simple movements (e.g., twirl, turn around, skip, 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
2	Respond rhythmically to different types of music (e.g., fast, slow).	Beginning the Year / What should we do if we get sad or scared at school? / Day 1	Large Group
	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.	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
2	Use available materials as 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

State ID	State Text	Investigation Day	Time of Day
		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
3	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
4	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
	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.	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
		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
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.		
1	With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 ID	State Text	Investigation Day	Time of Day
		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
2	With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	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 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
3	With guidance and support, begin to exhibit creativity 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
4	With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 workers do there? / Day 3	Choice Time
	Curiosity and Initiative		
	Demonstrate curiosity and initiative.		
1	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
		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 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

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 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	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 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	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 / 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
3	Demonstrate an increasing ability to make independent choices.	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 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
4	With guidance and support, 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
		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	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 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 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

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.		
1	With guidance and support, follow through to complete 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
2	With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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

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	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 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
		Buildings / What are buildings made of? What makes them 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
		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
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).		
		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 workers do there? / Day 1	Choice Time
2	Begin to 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).		
		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

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
3	With guidance and support apply prior learning and 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 / 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

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 / 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 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.		
1	Cooperate with peers during play by taking turns, 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 ID	State Text	Investigation Day	Time of Day
		Clothes / Celebrating Learning / Day 1	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
		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
2	Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	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 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
3	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	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
		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.		
1	Demonstrate 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
		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	Choice Time

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
		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

State ID	State Text	Investigation Day	Time of Day
		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 / 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
		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 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	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

State ID	State Text	Investigation Day	Time of Day
		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
		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
3	Make independent choices.	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 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
4	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	Choice Time
		Beginning the Year / Who works at our school? / Day 1	Choice Time

State ID	State 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 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 / 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 Attentiveness		
	Demonstrate persistence and attentiveness.		

State ID	State Text	Investigation Day	Time of Day
1	Follow through to complete 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
		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

State ID	State Text	Investigation Day	Time of Day
2	Demonstrate the ability to remain engaged in an activity or experience.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 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	Choice Time
		Beginning the Year / Who works at our school? / Day 2	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 2	Choice Time
		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 4	Choice Time
		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 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

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	Choice Time
		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 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
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).	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
		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 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
		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
		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

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
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).	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
3	Apply prior learning and experiences to build new 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 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 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
		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 Roundup
		Balls / Who uses balls? / Day 2	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 Roundup

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 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
Three-Year-Olds			
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”).	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 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

State ID	State Text	Investigation Day	Time of Day
		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
2	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
		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
		Buildings / Who builds buildings? What tools do they use? / Day 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		
4	With guidance and support, exhibit curiosity and interest that print conveys meaning.		

State ID	State Text	Investigation Day	Time of Day
a	Increase vocabulary through conversations with adults 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
		Clothes / What special clothes do people wear for work? / Day 2	Read Aloud
b	Identify real world print (e.g., labels in the classroom, signs in the community).	Beginning the Year / What are our rules? / Day 4	Read Aloud
5	With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	Reduce, Reuse, Recycle / Celebrating Learning / Day 1	Read Aloud
		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 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

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 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
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Read Aloud
6	With guidance and support, identify the terms “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
		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		
7	With guidance and support, make connections between self and real life experiences as they relate to 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
		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	(Not appropriate for literature as indicated in the CCSS for ELA.)		
9	With guidance and support, recall a sequence of events in familiar stories.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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

State ID	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 Roundup
		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	Read Aloud
		Clothes / Celebrating Learning / Day 2	Read Aloud
	Range of Reading and Level of Text Complexity		

State ID	State Text	Investigation Day	Time of Day
10	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, 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		
1	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
		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
		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	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
		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
		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	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 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 Text	Investigation Day	Time of Day
		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
2	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 Roundup
		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
3	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 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 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
	Craft and Structure		
4	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 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	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 Roundup
		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 Roundup

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
		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
5	With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	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	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	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
6	With guidance and support, identify the terms “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 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	Large Group Roundup
		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		
7	With guidance and support, make connections between self and real life experiences as they relate to 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
		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
		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		
9	No developmentally appropriate standard		
	Range of Reading and Level of Text Complexity		
10	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, manipulatives).	Balls / Exploring the Topic / Day 1	Choice Time
		Reduce, Reuse, Recycle / Celebrating Learning / Day 1	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	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		
1	With guidance and support, demonstrate basic features of print.		
a	Recognize that spoken words can be written and convey meaning.	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
b	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 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 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
		Reduce, Reuse, Recycle / What do people throw away? / Day 2	Choice Time
c	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
d	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 Roundup

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		
2	With guidance and support, demonstrate an emerging understanding of spoken words and sounds.	Reduce, Reuse, Recycle / How can we create less trash? / Day 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
a	Engage in language/verbal play (e.g., sound patterns, 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? 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
b	Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, 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	State Text	Investigation Day	Time of Day
		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
c	Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).	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
		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
		Trees / What food comes from trees? / Day 3	Large Group Roundup
		Clothes / How do we take care of our clothes? / Day 2	Large Group
		Clothes / How do people make clothes? / Day 1	Large Group Roundup
d	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
3	With guidance and support, demonstrate emergent phonological awareness skills (e.g., recognize first name in print).	Beginning the Year / Who works at our school? / Day 4	Choice Time
		Buildings / What are buildings made of? What makes them 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		
4	With guidance and support, display emergent reading 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 1	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 ID	State Text	Investigation Day	Time of Day
1	With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	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 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

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	Large Group Roundup
		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
6	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-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		
1	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 interactions).	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
		Balls / What are balls made of? / Day 4	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		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 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
		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
		Beginning the Year / What should we do if we get sad or scared at school? / Day 2	Read Aloud
		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	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 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

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? 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
		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	Large Group
		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
2	With guidance and support, demonstrate understanding of information by asking and answering questions and 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

State ID	State Text	Investigation Day	Time of 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
		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? / 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

State 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
3	With guidance 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 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
		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

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
		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
		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
		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

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
		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		
4	With guidance and support, describe familiar people, 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

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 school? / Day 2	Choice Time
		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	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

State 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 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		
6	With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs 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

State ID	State Text	Investigation Day	Time of Day
		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 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 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 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
		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 guidance and support, demonstrate age appropriate standard English.		
a	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 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 ID	State Text	Investigation Day	Time of Day
		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
		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? / 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

State ID	State Text	Investigation Day	Time of Day
a	Ask and answer questions.	Reduce, Reuse, Recycle / Where does trash go? What do 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
c	Uses proper words instead of slang or “motherese” (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		
4	With guidance and support, demonstrate developing vocabulary with the majority of words spoken being 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

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
		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
5	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 categories represent.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 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

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 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
6	With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared 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
		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
		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 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
		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		
	Key Ideas and Details		

State ID	State Text	Investigation Day	Time of Day
1	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

State ID	State Text	Investigation Day	Time of Day
		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
		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 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
		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	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
		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
2	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
		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
3	With prompting and support, identify some characters, settings, and/or major events in a story.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 ID	State Text	Investigation Day	Time of Day
		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 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
		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 / 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

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	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
		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.		
a	Develop new vocabulary from stories.	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
		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

State ID	State Text	Investigation Day	Time of Day
b	Identify environmental print (e.g., word wall, class 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 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 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	State Text	Investigation Day	Time of Day
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
5	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 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
6	With prompting and support, identify the role of the 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 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	Large Group Roundup
		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		
7	With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small 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
8	(Not appropriate for literature as indicated in the CCSS for ELA.)		
9	With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	Reduce, Reuse, Recycle / Celebrating Learning / 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 4	Choice Time
		Buildings / What happens inside buildings? / Day 5	Large Group
		Buildings / What happens inside buildings? / Day 5	Read Aloud
	Range of Reading and Level of Text Complexity		
10	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
		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
		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 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 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
		Buildings / What happens inside buildings? / Day 4	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

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 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
		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

State ID	State Text	Investigation Day	Time of Day
		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 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 for Informational Text		
	Key Ideas and Details		

State ID	State Text	Investigation Day	Time of Day
1	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 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
		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
		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
3	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, 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	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
	Craft and Structure		
4	Exhibit curiosity and interest about words in a variety of 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
5	With prompting and support, identify the front cover, 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	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 1	Choice Time
6	With prompting and support, identify the role of the 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 / 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		
7	With prompting and support, make connections 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

State 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
		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	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
9	With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	Beginning the Year / How do we make and keep friends? How 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 ID	State Text	Investigation Day	Time of Day
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).	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
		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

State ID	State Text	Investigation Day	Time of Day
		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
		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
		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
	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.	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
b	Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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
		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
		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
c	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 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
		Trees / What are the characteristics of the trees in our 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
d	Differentiate letters from numbers.	Buildings / What are buildings made of? What makes them 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
e	Recognize words as a unit of print and understand that 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
f	Understand 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

State ID	State Text	Investigation Day	Time of Day
		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	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

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
g	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 Roundup
		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

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.		
a	Engage in language play (e.g., sound patterns, rhyming patterns, songs).	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
b	Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, 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
c	Demonstrate awareness of the relationship between sounds and letters.	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
		Clothes / How is cloth made? / Day 1	Mighty Minutes
d	Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	Beginning the Year / When do things happen at school? / Day 1	Choice Time
		Balls / What are balls made of? / Day 1	Read Aloud
e	With prompting and support, isolate and pronounce the initial sounds in words.	Buildings / What are buildings made of? What makes them strong? / Day 5	Large Group Roundup

State 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
3	With prompting and support, demonstrate emergent phonics and word analysis skills.		
a	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
b	Recognize own name, environmental print, and some common high-frequency sight words.	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 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
		Beginning the Year / Who works at our school? / Day 4	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 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
		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	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
		Reduce, Reuse, Recycle / Where does trash go? What do workers do there? / Day 3	Large Group
	Fluency		
4	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	Balls / Exploring the Topic / Day 1	Choice Time
		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		
1	With prompting and support, recognize that writing is a way of communicating for a variety of purposes.		
a	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	Reduce, Reuse, Recycle / How do trash and garbage affect our community? / Day 2	Choice Time
		Balls / What are balls made of? / Day 4	Read Aloud
		Buildings / Exploring the Topic / Day 2	Choice Time
		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
b	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	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 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 / Who builds buildings? What tools do they use? / Day 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
c	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 1	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 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 at school? / Day 2	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 / What is special about our building? / Day 2	Large Group Roundup

State ID	State Text	Investigation Day	Time of Day
		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	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	Large Group Roundup
		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	With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 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
6	With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.	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 / How do trees change? / Day 5	Choice Time
	Research to Build and Present Knowledge		

State ID	State Text	Investigation Day	Time of Day
7	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 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
		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 / What can we do with parts of trees? / Day 1	Large Group Roundup
		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 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 / 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 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
8	With prompting and support, recall information from 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
		Balls / Exploring the Topic / Day 3	Large Group
		Balls / Celebrating Learning / Day 1	Large Group Roundup
		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
		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
		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 Roundup
		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 Roundup
		Trees / Celebrating Learning / Day 2	Choice Time

State ID	State Text	Investigation Day	Time of 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
		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	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
9	No developmentally appropriate standard		
	Range of Writing		
10	No developmentally appropriate standard		
	Speaking and Listening Standards		
	Comprehension and Collaboration		
1	With guidance and support, participate in collaborative conversations about prekindergarten topics and texts with peers and adults in small and large groups.		
a	Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness 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
		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	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
		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

State ID	State Text	Investigation Day	Time of Day
		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	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 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 / 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
		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

State ID	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	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 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
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Large Group Roundup
2	With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions 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? Where do they come from? / Day 4	Choice Time
		Balls / Do all balls roll? / Day 1	Small 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
		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
3	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 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
		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
		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		
4	With prompting and support, describe familiar people, 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 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
		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 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
		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
5	With prompting and support, add drawings or other visual displays to descriptions.	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 / 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
6	With prompting and support, demonstrate an emergent 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
		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 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 3	Large Group
		Trees / What are the characteristics of the trees in our community? / Day 5	Large Group

State 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
		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? / 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
		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
b	Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Balls / Exploring the Topic / Day 2	Small Group
		Clothes / Where do we get our clothes? / Day 2	Large Group Roundup
c	Understand and use question words (interrogatives) (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? 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

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 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	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? / Day 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
d	Use the most frequently occurring prepositions (e.g., to, 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
e	Produce and expand complete sentences in shared 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
2	With prompting and support, demonstrate awareness of the conventions of standard English.		
a	Write first name, capitalizing the first letter.	Reduce, Reuse, Recycle / How can we create less trash? / Day 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
		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 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
c	Experiment with written representations of words, using emergent knowledge of sound-letter relationships.	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 / 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
		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 3	Choice Time
		Trees / Who takes care of trees? / Day 4	Choice Time
		Clothes / What are the features 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	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Knowledge of Language		
3	No developmentally appropriate standard		
	Vocabulary Acquisition and Use		
4	With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.		
a	Apply new meaning for familiar words accurately (e.g., 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 school? / Day 4	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 3	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 / 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	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 / Where does trash go? What do workers do there? / Day 1	Large Group Roundup
5	With guidance and support, explore word relationships and word meanings.		

State ID	State Text	Investigation Day	Time of Day
a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	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 / 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 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
b	Experiment with frequently occurring verbs and adjectives by relating them to their opposites (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 ID	State Text	Investigation Day	Time of Day
c	Identify real-life connections between words and their use (e.g., find examples of things that are smooth).	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 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 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 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 2	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 4	Choice Time
		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 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 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
		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 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	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
		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
d	Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).	Balls / Exploring the Topic / Day 2	Small Group
		Buildings / Exploring the Topic / Day 4	Large Group
6	With prompting and support, use words and phrases acquired through conversations, experiences, shared 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 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
		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

State ID	State Text	Investigation Day	Time of Day
	Three-Year-Olds		
	Counting and Cardinality Domain		
	Know number names and the count sequence.		
1	With guidance and support, recite numbers to 5 or beyond from memory.	Beginning the Year / When do things happen at school? / Day 1	Large Group
2	With guidance and support, experiment with a combination of written representations (e.g., scribbling or drawing).	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 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 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
		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	Large Group Roundup
		Reduce, Reuse, Recycle / Exploring the Topic / Day 4	Choice Time
	Count to tell the number of objects.		
3	With guidance and support, experiment with counting concrete objects and actions up to 3.	Beginning the Year / What names do we need to know at school? / Day 4	Read Aloud
		Beginning the Year / When do things happen at school? / Day 1	Large Group
		Buildings / Exploring the Topic / Day 5	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.		
4	With guidance and support, experiment with comparing quantities using concrete manipulatives to determine 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
	Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.		
1	With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	Balls / What are balls made of? / Day 5	Read Aloud
		Reduce, Reuse, Recycle / What do people throw away? / Day 3	Choice Time
2	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, 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.		
1	With guidance and support, experiment with measurable attributes of everyday objects such as big, 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

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 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
2	With guidance and support, experiment with ordering two objects using attributes of big, bigger, long, longer, 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
		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 objects in each category.		
3	With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	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
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
		Buildings / Exploring the Topic / Day 4	Choice Time
		Buildings / What do the buildings in our neighborhood and in other places look like? / Day 5	Large Group
		Buildings / What is special about our building? / Day 1	Large Group Roundup
		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
		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
1	With guidance and support, correctly name circles, squares, and triangles.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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
2	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 triangle).	Reduce, Reuse, Recycle / How do trash and garbage affect our 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
		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 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
	Analyze, compare, create, and compose shapes.		
3	With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern 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.		
1	With prompting and support, recite numbers to 30 in the correct order.	Beginning the Year / When do things happen at school? / Day 1	Large Group
2	With prompting and support, recognize, name, and 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.		
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.		

State ID	State Text	Investigation Day	Time of Day
5	Use comparative language (e.g., more than, less than, equal to, or same) to compare objects, using 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.		
1	With guidance and support, experiment with adding and subtracting by using 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
2	With guidance and support, model real-world addition and subtraction problems up through 5 using 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
3	With guidance and support, demonstrate an understanding of patterns using developmentally appropriate preK materials.		
a	Duplicate and extend simple patterns using concrete objects.		
Measurement and Data Domain			
	Describe and compare measurable attributes.		
1	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, empty, full, heavy, light).	Balls / Exploring the Topic / Day 3	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 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
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).	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 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
a	Use nonstandard units of measurement.		
b	Explore standard tools of measurement.		
	Classify objects and count the number of objects in each category.		

State ID	State Text	Investigation Day	Time of Day
3	With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, 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
		Beginning the Year / What sounds do we hear at school? Where do they come from? / Day 5	Read Aloud
		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 / 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
1	With guidance and support, correctly name shapes.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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 ID	State Text	Investigation Day	Time of Day
2	With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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
3	With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	Reduce, Reuse, Recycle / How do trash and garbage affect our 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.		
4	With guidance and support, create and represent shapes using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe 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
5	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

State 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;
2		With guidance and support, ask questions about objects, tools, and materials and 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.	
5		With guidance and support, identify the body parts associated with the use of each of 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.	
2		With guidance and support, describe and compare objects and materials by at least one 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.	
1		With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	MM94;
2		With guidance and support, describe individual characteristics of self, other living things and people.	MM68;
		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).	
3		With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).	

State ID	Subject	State Text	Mighty Minutes
		Technology	
		Identify and explore a variety of technology tools.	
1		With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, 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;
3		Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look 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;
2		Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	MM49;
3		Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	MM19; MM38; MM62; MM65; MM99;
4		Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	MM67;
		Life Science	

State ID	Subject	State Text	Mighty Minutes
		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.	
1		Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	
2		Identify characteristics of the clouds, sun, moon, and stars.	
3		Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	
		Technology	
		Identify and explore a variety of technology tools.	
1		Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	
2		Use technology tools to gather and/or communicate information.	
3		With prompting and support, invent and construct simple objects or structures using technology tools.	
		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.	
2		With guidance and support, identify similarities and differences in people.	
3		With guidance and support, describe some family traditions.	
4		With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	MM78;
		Understand the concept of individual rights and responsibilities.	

State 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.	
a		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.	
1		With guidance and support, treat classroom materials and belongings of others with care.	
2		With guidance and support, identify location and some physical features of familiar places in the environment.	MM62;
3		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 restaurant).	
4		Begin to use a variety of technology tools (e.g., telephone, cash register, computer), 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.	

State ID	Subject	State Text	Mighty Minutes
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.	
3		With prompting and support, describe some family traditions.	
4		Identify some similarities and differences in family structure, culture, ability, language, 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.	
b		Identify appropriate choices to promote positive interactions.	
7		With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	MM01; MM11;
8		With prompting and support, identify some positive character traits of self and others (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.	
1		Treat classroom materials and the belongings of others with care.	
2		With prompting and support, identify location and some physical features of familiar places in the environment.	MM62; MM63;
3		With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	
4		Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	
5		Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	MM69; MM71;
		History and Events	

State 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 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).	MM41;
2		With guidance and support, demonstrate coordination of large muscles to perform 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.	
3		With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	MM72;
4		With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	
5		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 wheel toys).	
		Participate in physical activity for self-expression and/or social interaction.	
6		With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.	MM30; MM34; MM43; MM60; MM66; MM67; MM70; MM72; 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
1		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 objects in bottle).	
		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
2		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 keyboard, use clay to form shapes).	MM47;
3		With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	
		Participate in fine motor activity for self-expression and/or social interaction.	
4		With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	
5		With guidance and support, participate in group activities involving fine motor 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.	
6		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.	
1		With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	
2		With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	
3		With guidance and support, demonstrate appropriate behavior to respect self and 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
4		With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	
5		With guidance and support, participate in a variety of physical activities.	MM05; MM17; MM28; MM41; 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.	
1		Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	MM41;
2		Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	
		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
3		With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	MM05; MM10; MM17; MM28; MM30; MM32; MM41; MM65; MM70; MM72; MM78;
4		Use various types of equipment (e.g., playground equipment, tricycles, slides).	
5		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 wheel toys, skipping).	
		Fine Motor Skills	
		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
1		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 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.	
2		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).	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 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;
5		With prompting and support, participate in group activities involving fine motor 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;

State ID	Subject	State Text	Mighty Minutes
6		With prompting and support, identify nutritious foods.	
		Three-Year-Olds	
	Social and Emotional Development	Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
a		With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.	
b		With guidance and support, engage with a variety of familiar adults.	
2		Interact appropriately with other children.	
a		Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	MM66;
b		Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	
c		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.>").	
3		Express empathy and care for others.	
a		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).	
b		Begin to offer and accept encouraging and courteous words to demonstrate kindness.	
c		With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.>").	
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
a		With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	
b		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 time).	

State ID	Subject	State Text	Mighty Minutes
c		With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	MM82;
5		Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play (e.g., "I want to play.").	
b		With guidance and support, lead and follow.	MM12; MM66; MM99;
c		With guidance and support, move into group with ease.	
6		Resolve conflicts with others.	
a		With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over.").	
b		With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").	
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
a		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 ...", "I did ...").	
b		Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").	
2		Develop personal preferences.	
a		Begin to express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." "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.	
a		With guidance and support, make alternative choices (e.g., move to another area when a center is full).	
b		With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	MM31;
4		Know personal information.	
a		With guidance and support, describe self using several basic characteristics (e.g., 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.	

State ID	Subject	State Text	Mighty Minutes
		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
a		Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).	MM41;
b		With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	MM73; MM82;
c		With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).	MM82;
6		Manage emotions.	
a		With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	
b		With guidance and support, recognize emotions (e.g., “I am really mad.”).	
c		With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	
d		With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	
7		Follow procedures and routines with teacher support.	
a		Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).	MM05; MM08; MM12; MM13; MM25; MM30; MM38; MM39; MM67; MM72; MM78; MM99;
b		With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	
c		Begin to take turns and to share information with others (e.g., interact during group time).	MM01; MM48; MM66;
8		Demonstrate flexibility in adapting to different environments.	
a		With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	
b		With guidance and support, follow rules (e.g., use outside voice, use inside voice) in 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
a		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.	
a		Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	MM66;
b		Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	
c		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.	
a		Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	
b		Offer and accept encouraging and courteous words to demonstrate kindness.	
c		With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.>").	
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
a		With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	
b		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 time).	
c		Accept assigned duties during play or classroom management routines (e.g., clean-up 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;
c		Move into group with ease.	
6		Resolve conflicts with others.	
a		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.>").	
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.>").	

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

State ID	Subject	State Text	Mighty Minutes
d		With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	
7		Follow procedures and routines with teacher support.	
a		Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	MM05; MM08; MM12; MM13; MM25; MM38; MM39; MM52; MM73; MM74; MM86; MM87; MM91; MM99;
b		Use materials with care and safety (e.g., use scissors to cut paper).	
c		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).	
b		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		With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).	MM11; MM14; MM24; MM70; MM71; MM72; MM78; MM89; MM91; MM93; MM94; MM99;
4		With guidance and support, identify fast and slow tempos.	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.	
1		With guidance and support, create simple movements (e.g., twirl, turn around, shake).	MM17; MM28; MM30; MM34; MM36; MM43; MM60; MM66; MM67; MM70; MM72; MM78; MM99;
2		With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).	MM34; MM60; MM66; MM70; 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;
3		With guidance and support, make up new roles from experiences and/or familiar stories.	MM06; MM43; MM93;
4		With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.	MM06; MM30; MM39; MM43; MM93;
		Visual arts	
		Create visual art.	
1		With guidance and support, produce original art (e.g., color, paint, draw) using a wide 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.	

State ID	Subject	State Text	Mighty Minutes
1		Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	MM01; MM14; MM24; MM26; MM43; MM59; MM64; MM66; MM70; MM71; MM72; MM89; MM91; MM93; MM94;
2		Sing a variety of short songs.	MM06; MM14; MM23; MM24; MM43; MM64; MM66; MM70; MM71; MM72; MM78; MM89; MM91; MM93; MM94;
3		Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	MM11; MM14; MM24; MM26; MM70; MM71; MM72; MM78; MM89; MM91; MM93; MM94; MM99;
4		With prompting and support, identify fast and slow tempos and simple elements of music.	MM66; MM91;
5		With prompting and support, recognize a wide variety of sounds and songs from other cultures.	MM78;
		Dance and Movement	
		Demonstrate understanding through the use of movement.	
1		Create simple movements (e.g., twirl, turn around, skip, shake).	MM17; MM28; MM30; MM34; MM36; MM43; MM60; MM66; MM67; MM70; MM72; MM78; MM99;
2		Respond rhythmically to different types of music (e.g., fast, slow).	MM34; MM60; MM66; MM67; 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;

State ID	Subject	State Text	Mighty Minutes
4		Imitate characteristics of animals (e.g., the sounds animals make) and of people.	MM06; MM30; MM39; MM43; 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 to Learning		
		Play	
		Engage in play.	
1		With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	MM12; MM48; MM66;
2		With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	
3		With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	MM30; MM66;
4		With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	
		Curiosity and Initiative	
		Demonstrate curiosity and initiative.	
1		Demonstrate a developing interest in new experiences by interacting with peers, using 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.	
4		With guidance and support, approach tasks and activities with flexibility, imagination 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;

State 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.	
2		Begin to 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		With guidance and support apply prior learning and experiences to build new knowledge.	MM11; MM18; MM23; MM46; 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.	
1		Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	MM66;
2		Ask questions to seek new information.	
3		Make independent choices.	
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 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.	MM11; MM18; MM23; MM39; MM46; MM61; MM75; MM94;
		Three-Year-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”).	
2		With guidance and support, retell familiar stories following the pictures in a book or 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.	
a		Increase vocabulary through conversations with adults and peers.	
b		Identify real world print (e.g., labels in the classroom, signs in the community).	
5		With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	
6		With guidance and support, identify the terms “author” and “illustrator.”	

State ID	Subject	State Text	Mighty Minutes
		Integration of Knowledge and Ideas	
7		With guidance and support, make connections between self and real life experiences as 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	
10		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, science, music, and/or manipulatives).	
		Reading Standards for Informational Text	
		Key Ideas and Details	
1		With guidance and support, answer questions related to a variety of print materials.	
2		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).	
3		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).	
		Craft and Structure	
4		With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).	
5		With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	
6		With guidance and support, identify the terms "author" and "illustrator."	
		Integration of Knowledge and Ideas	
7		With guidance and support, make connections between self and real life experiences as they relate to classroom books.	
8		No developmentally appropriate standard	
9		No developmentally appropriate standard	
		Range of Reading and Level of Text Complexity	

State ID	Subject	State Text	Mighty Minutes
10		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, manipulatives).	
		Reading Standards: Foundational Skills	
		Print Concepts	
1		With guidance and support, demonstrate basic features of print.	
a		Recognize that spoken words can be written and convey meaning.	
b		Recognize and name some letters in their first name.	
c		Recognize some numbers.	MM41;
d		Recognize that print moves from left to right, top to bottom, and page by page.	MM37;
		Phonological Awareness	
2		With guidance and support, demonstrate an emerging understanding of spoken words and sounds.	
a		Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	MM30; MM31; MM37; MM44; MM72; MM82;
b		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	MM30; MM31; MM37; MM44; MM72; MM82;
c		Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs 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	
4		With guidance and support, display emergent reading behavior through pretend reading and picture reading.	MM37;
		Writing Standards	
		Text Types and Purposes	
1		With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	
2		No developmentally appropriate standard	
3		No developmentally appropriate standard	

State ID	Subject	State Text	Mighty Minutes
		Production and Distribution of Writing	
4		No developmentally appropriate standard	
5		No developmentally appropriate standard	
6		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-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	
1		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 interactions).	MM64;
2		With guidance and support, demonstrate understanding of information by asking and answering questions and responding to directions.	
3		With guidance and support, ask and answer questions in order to seek help, get 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	
6		With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.	MM06; MM34; MM43; MM78;
		Language Standards	
		Conventions of Standard English	
1		With guidance and support, demonstrate age appropriate standard English.	
a		Ask and answer questions.	
b		Use simple prepositions (e.g., in, out, on, off).	MM99;
c		Uses proper words instead of slang or "motherese" (e.g., "baby talk").	MM34;

State ID	Subject	State Text	Mighty Minutes
2		No developmentally appropriate standard	
		Knowledge of Language	
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
4		With guidance and support, demonstrate developing vocabulary with the majority of words spoken being understood by adults and peers.	MM43; MM78;
5		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 categories represent.	MM68;
6		With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).	MM06; MM34; MM43; MM78;
		Four-Year-Olds	
		Reading standards for literature	
		Key Ideas and Details	
1		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”).	
2		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).	MM90;
3		With prompting and support, identify some characters, settings, and/or major events in a story.	
		Craft and Structure	
4		Exhibit curiosity and interest in learning words in print.	
a		Develop new vocabulary from stories.	
b		Identify environmental print (e.g., word wall, class dictation).	MM37;
5		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 diversity).	
6		With prompting and support, identify the role of the author and illustrator.	
		Integration of Knowledge and Ideas	
7		With prompting and support, make connections among self, illustrations, and the story (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.)	
9		With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	
		Range of Reading and Level of Text Complexity	
10		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).	
		Reading Standards for Informational Text	
		Key Ideas and Details	
1		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 reference materials).	
2		With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	
3		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, conversation).	
		Craft and Structure	
4		Exhibit curiosity and interest about words in a variety of informational texts.	
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	
7		With prompting and support, make connections between self and text and/or information and text.	
8		With prompting and support, explore the purpose of the informational text as it relates to self.	
9		With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	
		Range of Reading and Level of Text Complexity	

State 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.	
c		Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	
d		Differentiate letters from numbers.	
e		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.	
a		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.	
d		Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	
e		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.	
a		Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	

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

State ID	Subject	State Text	Mighty Minutes
		Comprehension and Collaboration	
1		With guidance and support, participate in collaborative conversations about prekindergarten topics and texts with peers and adults in small and large groups.	
a		Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings).	MM64;
b		Engage in extended conversations.	
2		With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	MM01; MM05; MM13; MM16; MM21;
3		With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
		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.	
6		With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.	MM06; MM34; MM43; MM78;
		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.	MM43;
b		Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
c		Understand and use question words (interrogatives) (e.g., who, what, where, when, why, 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.	MM43;
2		With prompting and support, demonstrate awareness of the conventions of standard English.	
a		Write first name, capitalizing the first letter.	
b		Attempt to write a letter or letters to represent a word.	
c		Experiment with written representations of words, using emergent knowledge of sound-letter relationships.	
		Knowledge of Language	

State ID	Subject	State Text	Mighty Minutes
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
4		With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	
a		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.	
a		Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
b		Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	MM99;
c		Identify real-life connections between words and their use (e.g., find examples of things that are smooth).	MM01; MM39; MM45; MM67; MM70; MM72; MM78; MM99;
d		Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).	MM43;
6		With prompting and support, use words and phrases acquired through conversations, 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;
2		With guidance and support, experiment with a combination of written representations (e.g., scribbling or drawing).	
		Count to tell the number of objects.	
3		With guidance and support, experiment with counting concrete objects and actions up to 3.	MM21; MM89;
		Compare numbers.	
4		With guidance and support, experiment with comparing quantities using concrete manipulatives to determine more, less, and same.	
		Operations and Algebraic Thinking Domain	

State ID	Subject	State Text	Mighty Minutes
		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
1		With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	
2		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, stomping, and patting).	MM10;
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
1		With guidance and support, experiment with measurable attributes of everyday objects such as big, little, tall, short, full, empty, heavy, light.	MM13;
2		With guidance and support, experiment with ordering two objects using attributes of big, bigger, long, longer, tall, taller, short, shorter.	MM13;
		Classify objects and count the number of objects in each category.	
3		With guidance and support, sort, categorize, match, or classify objects (e.g., size, 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 (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	
		Analyze, compare, create, and compose shapes.	
3		With guidance and support, create shapes using developmentally appropriate materials (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		With prompting and support, recite numbers to 30 in the correct order.	

State 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.	
a		Duplicate and extend simple patterns using concrete objects.	
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
1		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, 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
a		Use nonstandard units of measurement.	
b		Explore standard tools of measurement.	
		Classify objects and count the number of objects in each category.	
3		With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, 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.	
4		With guidance and support, create and represent shapes using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	
5		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).	MM16;

State ID	Subject	State Text	Intentional Teaching 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;
2		With guidance and support, ask questions about objects, tools, and materials and compare, 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;
4		With guidance and support, work collaboratively with others.	LL47; LL56; M50; M77; P22; SE01; SE08; SE09; SE11; SE20; SE21; SE25; SE26;
		Use the five senses to explore and investigate the environment.	
5		With guidance and support, identify the body parts associated with the use of each of 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.	M07; M18; M26; M32; LL15; M02; M03; M05; M06; M07; M09; M12; M15; M18; M24; M25; M26; M31; M32; M44; M46; M48; M49; M58; M62;
2		With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	
3		With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	M01; M36; M51; M55; M56;
		Life Science	
		Develop an awareness of living things.	
1		With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	
2		With guidance and support, describe individual characteristics of self, other living things and people.	

State ID	Subject	State Text	Intentional Teaching Cards
		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).	
3		With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).	M02; M03; M05; M11; M20; M25; M31; M48; M58;
		Technology	
		Identify and explore a variety of technology tools.	
1		With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	LL02; LL26; LL54; M09; M49;
		Four-Year-Olds	
		Scientific Method and Inquiry	
		Engage in simple investigations.	
1		Make observations, make predictions, and ask questions about natural occurrences or events.	LL45; LL63; M07; M18; M26; M32; M49;
2		Describe, compare, sort and classify, and order objects.	M02; M03; M05; M11; M20; M25; M31; M48; M58;
3		Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	LL07; LL21; M09; M49;
4		Explore materials, objects, and events and notice cause and effect.	LL38; M07; M18; M24; M66;
5		Describe and communicate observations, results, and ideas.	LL45; LL63; M07; M18; M26; M32; M49;
6		Work collaboratively with others.	LL47; LL56; M50; M77; P22; SE08; SE09; SE11; SE20; SE21; SE25; SE26;
		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.	

State ID	Subject	State Text	Intentional Teaching Cards
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.	LL15; M03; M07; M18; M24; M66;
2		Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	M02; M05; M06; M07; M09; M12; M15; M18; M24; M25; M26; M31; M32; M44; M46; M48; M49; M54; M58; M62;
3		Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	M01; M36; M51; M55; 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.	
1		Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	
2		Identify characteristics of the clouds, sun, moon, and stars.	
3		Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	
		Technology	
		Identify and explore a variety of technology tools.	
1		Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	M09; M49;

State ID	Subject	State Text	Intentional Teaching Cards
2		Use technology tools to gather and/or communicate information.	LL02; LL26;
3		With prompting and support, invent and construct simple objects or structures using 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.	
4		With guidance and support, identify some similarities and differences in family structure, 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.	
a		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;
7		With guidance and support, identify some community members (e.g., parents, teachers, 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 ID	Subject	State Text	Intentional Teaching Cards
1		With guidance and support, treat classroom materials and belongings of others with care.	P08; SE01; SE09; SE13; SE17; SE23; SE26;
2		With guidance and support, identify location and some physical features of familiar places in the environment.	
3		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 restaurant).	LL22;
4		Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	LL02; LL26;
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).	
		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.	
4		Identify some similarities and differences in family structure, culture, ability, language, age and gender.	
		Understand the concept of individual rights and responsibilities.	
5		With prompting and support, demonstrate responsible behavior related to daily routines.	LL25; LL35; LL42; SE08; SE09; SE11; SE12; SE13; SE15; SE17; SE20; SE22; 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 ID	Subject	State Text	Intentional Teaching Cards
b		Identify appropriate choices to promote positive interactions.	SE01; SE03; SE08; SE09; SE11; SE21; SE25; SE26;
7		With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	
8		With prompting and support, identify some positive character traits of self and others (e.g., 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;
2		With prompting and support, identify location and some physical features of familiar places in the environment.	
3		With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	LL22;
4		Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	LL02; LL26;
5		Demonstrate an understanding of the role that people play in caring for the environment (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 ID	Subject	State Text	Intentional Teaching Cards
2		With guidance and support, demonstrate coordination of large muscles to perform simple 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.	
3		With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	P24;
4		With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	P33;
5		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 wheel toys).	M56; P04; P05; P06; P07; P09; P13; P14; P15; P18; P19; P24; P25; P26; P28;
		Participate in physical activity for self-expression and/or social interaction.	M56; P04; P05; P06; P07; P09; P13; P14; P15; P18; P19; P24; P25; P26; P28;
6		With guidance and support, demonstrate self-expression through movement by participating 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.	
1		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 objects in bottle).	P01; P04; P08; P09; P25; SE09; SE17; SE22;
		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
2		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 keyboard, use clay to form shapes).	LL32; LL39; P32;

State ID	Subject	State Text	Intentional Teaching Cards
3		With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	P01; P04; P08; P09; P25; SE09; SE17; SE22;
		Participate in fine motor activity for self-expression and/or social interaction.	
4		With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	LL32; LL39; P32;
5		With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).	P01; P04; P08; P09; P25; SE09; SE17; SE22;
		Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
6		With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	LL24;LL35;LL36;LL37;LL38;LL49;LL51
		Self-Care, Health, and Safety Skills	
		Demonstrate an awareness and practice of safety rules.	
1		With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	P26; SE01; SE08; SE09;
2		With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	M43; P04; P08; P09; SE09;
3		With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	P01; P04; P08; P09; P25; SE09; SE17; SE22;
		Demonstrate an emerging use of standard health practices.	
4		With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	LL24;LL35;LL36;LL37;LL38;LL49;LL51
5		With guidance and support, participate in a variety of physical activities.	P04; P05; P06; P07; P10; P11; P12; P13; P14; P15; P16; P17; P18; P19; P20; P21; P22; P23; P24; P25; P26; P27; P28; P29; P33;

State ID	Subject	State Text	Intentional Teaching Cards
6		With guidance and support, identify nutritious foods.	LL24; LL25; LL35; LL37; LL49; M01; M27; M53; M64; M67; M68; M69; 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.	
1		Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	P16
2		Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	M56; P04; P05; P06; P07; P09; P13; P14; P15; P18; P19; P24; P25; P26; P28;
		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
3		With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	LL17; P10; P11; P12; P14; P16; P17; P20; P21; P22; P23; P24; P27; P29; P33;
4		Use various types of equipment (e.g., playground equipment, tricycles, slides).	P33;
5		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 wheel toys, skipping).	M56; P04; P05; P06; P07; P09; P13; P14; P15; P18; P19; P24; P25; P26; P28;
		Fine Motor Skills	
		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	

State ID	Subject	State Text	Intentional Teaching Cards
1		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 in bottle).	LL03; LL07; LL13; LL24; LL35; LL36; LL37; M14; M15; M28; M41; M57; M69; M70; M73; M79; P01; P03; P08; P12; P30; P31;
		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
2		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).	LL03; LL07; LL13; LL24; LL32; LL35; LL36; LL37; LL39; M14; M15; M28; M41; M57; M69; M70; M73; M79; P01; P03; P08; P12; P30; P31; P32;
3		Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	LL03; LL07; LL13; LL24; LL35; LL36; LL37; M14; M15; M28; M41; M57; M69; M70; M73; M79; P01; P03; P08; P30; P31;
		Participate in fine motor activity for self-expression and/or social interaction.	
4		With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	LL03; LL13; LL32; LL39; M14; M15; M41; P03; P30; P31; P32;
5		With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).	LL03; LL07; LL24; LL35; LL36; LL37; M15; M28; M41; M57; M69; M70; M73; M79;
		Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.	

State ID	Subject	State Text	Intentional Teaching Cards
6		With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	LL24; LL35; LL36; LL37; M15; M28; M57; M69; M70; M73;
		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).	M43; P01; P04; P08; P09; P25; SE09;
2		With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	M43; P04; P08; P09; SE09;
3		With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	P01; P04; P08; P09; P25; SE09; SE17; SE22;
		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).	LL24;LL35;LL36;LL37;LL38;LL49;LL51
5		With prompting and support, participate in a variety of physical activities.	P04; P05; P06; P07; P10; P11; P12; P13; P14; P15; P16; P17; P18; P19; P20; P21; P22; P23; P24; P25; P26; P27; P28; P29; P33;
6		With prompting and support, identify nutritious foods.	LL24; LL25; LL35; LL37; LL49; M01; M27; M53; M64; M67; M68; M69; M71; M72; M74;
		Three-Year-Olds	
	Social and Emotional Development	Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	

State ID	Subject	State Text	Intentional Teaching Cards
a		With guidance and support, communicate to seek out help with difficult task, to find comfort, 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.	
a		Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	M77; P22; SE02; SE08; SE09; SE11; SE21; SE25; SE26;
b		Begin to develop relationships and share a friendship with one or two peers (e.g., offer 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.	
a		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).	SE04; SE06; SE07; SE13; SE14; SE17;
b		Begin to offer and accept encouraging and courteous words to demonstrate kindness.	
c		With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").	SE04; SE05; SE06; SE07; SE13; SE14; SE16; SE17;
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
a		With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	
b		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 time).	M77; SE08; SE10; SE11; SE14; SE25; SE26;
c		With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	LL25; LL35; LL42; SE08; SE09; SE12; SE17; SE20; SE22; SE23; SE26;
5		Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play (e.g., "I want to play.").	
b		With guidance and support, lead and follow.	LL52; M35; P22; SE08; SE11; SE20; SE25;
c		With guidance and support, move into group with ease.	M77; SE14; SE26;

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

State ID	Subject	State Text	Intentional Teaching Cards
b		With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	LL25; LL35; LL42; SE01; SE08; SE09; SE11; SE12; SE20; SE22; SE23;
c		With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).	LL42; SE01; SE17; SE20; SE22; SE23;
6		Manage emotions.	
a		With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	SE03; SE04; SE07; SE13; SE17; SE18; SE22;
b		With guidance and support, recognize emotions (e.g., “I am really mad.”).	
c		With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	LL27; SE04;
d		With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	SE03; SE04; SE06; SE07; SE13; SE16; SE17; SE18;
7		Follow procedures and routines with teacher support.	
a		Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).	LL37; LL55; M36; P22; P27; P28;
b		With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	M43; P01; P04; P08; SE09;
c		Begin to take turns and to share information with others (e.g., interact during group time).	LL05; LL21; LL44; LL47; M37; M77; P22; SE01; SE02; SE08; SE09; SE11; SE21; SE25; SE26;
8		Demonstrate flexibility in adapting to different environments.	
a		With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	SE01; SE08; SE09; SE11; SE13; SE17; SE22; SE23;
b		With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	SE01; SE08; SE09; SE20; SE22; SE23;
		Four-Year-Olds	
		Social Development	

State ID	Subject	State Text	Intentional Teaching Cards
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
a		Communicate to seek out help with difficult task, to find comfort, and to obtain security.	SE03; SE04; SE07; SE13; SE15; SE17; SE18;
b		Engage with a variety of familiar adults for a specific purpose.	SE04; SE07; SE08; SE13; SE17; SE24;
2		Interact appropriately with other children.	
a		Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	M77; P22; SE02; SE08; SE09; SE11; SE21; SE25; SE26;
b		Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	SE14; SE19; SE25; SE26;
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.	
a		Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	SE04; SE06; SE07; SE13; SE14; SE17;
b		Offer and accept encouraging and courteous words to demonstrate kindness.	
c		With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").	SE04; SE05; SE06; SE07; SE13; SE14; SE16; SE17;
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
a		With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	LL02; SE10;
b		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 time).	M77; SE08; SE10; SE11; SE14; SE17; SE25; SE26;

State ID	Subject	State Text	Intentional Teaching Cards
c		Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	LL25; LL35; LL42; SE01; SE08; SE09; SE12; SE16; SE17; SE20; SE22; SE23; SE26;
5		Join ongoing activities in acceptable ways.	
a		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;
c		Move into group with ease.	M77; SE07; SE14; SE26;
6		Resolve conflicts with others.	
a		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.	
a		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.	
a		Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." "I want ...").	LL42; SE12; SE15; SE16; SE18; SE20; SE24;
b		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.	

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

State ID	Subject	State Text	Intentional Teaching Cards
a		Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	LL35; LL37; LL51; LL55; LL59; M09; M36; M40; M51; M56; P01; P05; P06; P07; P09; P13; P22; P27; P28; P33; SE01;
b		Use materials with care and safety (e.g., use scissors to cut paper).	M43; P01; P04; P08; SE09;
c		Take turns sharing information with others (e.g., interact during group time).	LL05; LL44; LL47; M37; M77; P22; SE01; SE02; SE08; SE09; SE11; SE21; SE25; SE26;
8		Demonstrate flexibility in adapting to different environments.	
a		Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	SE01; SE08; SE09; SE11; SE13; SE17; SE23;
b		Follow rules (e.g., use outside voice, use inside voice) in different settings.	SE01; SE08; SE09; SE22; SE23;
		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.	LL14;
2		Begin to sing a variety of short songs.	LL14; LL30; LL55;
3		With guidance and support, listen and respond to short musical works (e.g., singing, 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.	
1		With guidance and support, create simple movements (e.g., twirl, turn around, shake).	LL17; LL55; P10; P12; P23; P29;

State ID	Subject	State Text	Intentional Teaching Cards
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;
4		With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.	M63;
		Visual arts	
		Create visual art.	
1		With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety 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;
3		Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	LL14; LL30; LL55;
4		With prompting and support, identify fast and slow tempos and simple elements of music.	
5		With prompting and support, recognize a wide variety of sounds and songs from other cultures.	
		Dance and Movement	
		Demonstrate understanding through the use of movement.	

State ID	Subject	State Text	Intentional Teaching Cards
1		Create simple movements (e.g., twirl, turn around, skip, shake).	LL17; LL55; P10; P12; 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.	
1		With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	LL05; M77; P22; SE01; SE08; SE09; SE11; SE25; SE26;
2		With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	SE15; SE18;
3		With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	M12; M16; M21; M36; 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 ID	Subject	State Text	Intentional Teaching Cards
1		Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	LL61; M12; M16; M19; M30; M36; M42; M44; 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;
4		With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	LL44; LL58; LL61; M12; M16; M17; M19; M21; M26; M32; M36; M38; M42; M44; M47;
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
1		With guidance and support, follow through to complete a task or activity.	LL16; LL26; LL29; LL48; LL61; M21; M23; P06; P07; P08; P09; P13; P16; P17; P18; P21; P24; P28; SE18;
2		With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	LL05; LL14; LL16; LL26; LL29; LL33; LL34; LL44; LL48; LL57; LL61; M14; M21; M23; M30; M48; P18; SE18;
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).	LL63;
		Problem-Solving Skills	
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question.	LL63; M12;
2		Begin to 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).	LL63; M12; M21; M22;
3		With guidance and support apply prior learning and experiences to build new knowledge.	LL08; LL53; LL55; M60; P30; P31; SE05; SE06; SE09; SE22; SE23;
		Four-Year-Olds	

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

State ID	Subject	State Text	Intentional Teaching Cards
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).	LL63;
		Problem-Solving Skills	
		Demonstrate problem-solving skills.	
1		Identify a problem or ask a question.	LL63; M12;
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).	LL63; M12; M21; M22;
3		Apply prior learning and experiences to build new knowledge.	LL08; LL53; M60; P30; P31; SE05; SE06; SE09; SE22; SE23;
		Three-Year-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”).	LL06; LL33; SE05;
2		With guidance and support, retell familiar stories following the pictures in a book or through 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.	
a		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
5		With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability 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	
7		With guidance and support, make connections between self and real life experiences as they relate to classroom books.	SE05;
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	

State ID	Subject	State Text	Intentional Teaching Cards
9		With guidance and support, recall a sequence of events in familiar stories.	LL06; LL33;
		Range of Reading and Level of Text Complexity	
10		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, 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
2		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).	LL33;
3		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).	
		Craft and Structure	
4		With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).	LL20; LL22; LL23; LL31; M08; M27; M28; M29; M33; M43; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M73; M74;
5		With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	
6		With guidance and support, identify the terms "author" and "illustrator."	
		Integration of Knowledge and Ideas	
7		With guidance and support, make connections between self and real life experiences as they relate to classroom books.	
8		No developmentally appropriate standard	
9		No developmentally appropriate standard	
		Range of Reading and Level of Text Complexity	

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

State ID	Subject	State Text	Intentional Teaching 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	
6		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-hand coordination.	P01; P02; P03; P08; 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	
1		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 interactions).	SE05; SE06; SE08; SE10; SE13; SE14; SE17;
2		With guidance and support, demonstrate understanding of information by asking and answering questions and responding to directions.	LL46; M55; M56;
3		With guidance and support, ask and answer questions in order to seek help, get information, 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	
6		With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.	LL08; LL18; LL33; LL46; M46; M55; SE04;
		Language Standards	
		Conventions of Standard English	
1		With guidance and support, demonstrate age appropriate standard English.	
a		Ask and answer questions.	LL46;

State ID	Subject	State Text	Intentional Teaching Cards
b		Use simple prepositions (e.g., in, out, on, off).	M36; M55; M56;
c		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	
4		With guidance and support, demonstrate developing vocabulary with the majority of words spoken being understood by adults and peers.	LL08; LL46;
5		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 categories represent.	M48; M58;
6		With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).	LL18; LL33; LL46; M55; SE04;
		Four-Year-Olds	
		Reading standards for literature	
		Key Ideas and Details	
1		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”).	LL06; LL33; SE05;
2		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).	LL06; LL33;
3		With prompting and support, identify some characters, settings, and/or major events in a story.	LL06; LL33; SE05;
		Craft and Structure	
4		Exhibit curiosity and interest in learning words in print.	
a		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 ID	Subject	State Text	Intentional Teaching Cards
5		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 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	
7		With prompting and support, make connections among self, illustrations, and the story (e.g., 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.)	
9		With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	
		Range of Reading and Level of Text Complexity	
10		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).	LL06; LL33;
		Reading Standards for Informational Text	
		Key Ideas and Details	
1		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 reference materials).	LL20; LL22; LL23; LL31
2		With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	
3		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, conversation).	
		Craft and Structure	
4		Exhibit curiosity and interest about words in a variety of informational texts.	LL20; LL22; LL23; LL31
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	
7		With prompting and support, make connections between self and text and/or information and text.	LL20; LL22; LL23; LL31

State ID	Subject	State Text	Intentional Teaching Cards
8		With prompting and support, explore the purpose of the informational text as it relates to self.	LL20; LL22; LL23; LL31
9		With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	LL20; LL22; LL23; LL31
		Range of Reading and Level of Text Complexity	
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).	LL06; LL33;
		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.	LL50;
b		Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	LL46; LL50; M67; M68;
c		Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	LL50;
d		Differentiate letters from numbers.	LL50; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;
e		Recognize words as a unit of print and understand that letters are grouped to form words.	LL50;
f		Understand that print moves from left to right, top to bottom, and page by page.	LL46; LL50; LL55; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;
g		Understand that words are separated by spaces in print.	LL46; LL50; LL55; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;

State ID	Subject	State Text	Intentional Teaching Cards
		Phonological Awareness	
2		With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.	
a		Engage in language play (e.g., sound patterns, rhyming patterns, songs).	LL11; M35; LL14
b		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	LL11; LL14
c		Demonstrate awareness of the relationship between sounds and letters.	LL50;
d		Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	M35; LL55
e		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
a		Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	LL50;
b		Recognize own name, environmental print, and some common high-frequency sight words.	LL46; LL50; LL55; M52; M53; M54; M57; M64; M65; M67; M68; M69; M70; M71; M72; M73; M74; M75; M76;
		Fluency	
4		Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	LL20; LL22; LL23; LL31
		Writing Standards	
		Text Types and Purposes	
1		With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	
a		Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	P32; SE19; SE21;
b		Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	LL32; LL39; LL42; LL45; LL47; LL58
c		Explore and experiment with a combination of written representations (e.g., scribbles, 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
		Production and Distribution of Writing	
4		No developmentally appropriate standard	
5		With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.	P32; SE19; SE21;
6		With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.	LL02
		Research to Build and Present Knowledge	
7		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 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	
1		With guidance and support, participate in collaborative conversations about prekindergarten topics and texts with peers and adults in small and large groups.	
a		Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings).	SE10;
b		Engage in extended conversations.	M42; SE10;
2		With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	LL11; LL60
3		With prompting and support, ask and answer questions in order to seek help, get information, 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;
5		With prompting and support, add drawings or other visual displays to descriptions.	LL32; LL39; LL42; LL45; LL47; LL58
6		With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.	LL08; LL18; LL33; LL46; M46; M55; SE04;
		Language Standards	

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

State ID	Subject	State Text	Intentional Teaching Cards
6		With prompting and support, use words and phrases acquired through conversations, 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;
2		With guidance and support, experiment with a combination of written representations (e.g., scribbling or drawing).	P32; SE21;
		Count to tell the number of objects.	
3		With guidance and support, experiment with counting concrete objects and actions up to 3.	M10; M22; M61; M63; M66; M67; M68; M77; M78;
		Compare numbers.	
4		With guidance and support, experiment with comparing quantities using concrete 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.	
1		With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	M22; M59; M61; M63;
2		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, stomping, and patting).	M38; M40; P02;
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
1		With guidance and support, experiment with measurable attributes of everyday objects such as big, little, tall, short, full, empty, heavy, light.	M10; M24; M26; M44; M46; M48; M54; M58; M59; M62;
2		With guidance and support, experiment with ordering two objects using attributes of big, bigger, long, longer, tall, taller, short, shorter.	M10; M24; M26; M44; M46; M48; M54; M58; M59; M62;

State ID	Subject	State Text	Intentional Teaching Cards
		Classify objects and count the number of objects in each category.	
3		With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	M10; M26; M44; M46; M48; M58; M59; M62;
		Geometry Domain	
		Explore, identify, and describe shapes (squares, circles, rectangles).	
1		With guidance and support, correctly name circles, squares, and triangles.	M36; M42; M47; M50; M58; M61;
2		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 triangle).	M36; M42; M47;
		Analyze, compare, create, and compose shapes.	
3		With guidance and support, create shapes using developmentally appropriate materials (e.g., 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.	
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.	M78;
		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.	M02; M05
b		Match quantities and numerals 0 – 5.	M02; M05
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.	M01; M02; M05
a		Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials.	M06; M10; M11

State ID	Subject	State Text	Intentional Teaching Cards
		Compare numbers.	
5		Use comparative language (e.g., more than, less than, equal to, or same) to compare 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.	
1		With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials.	M22; M59; M61; M63; M79;
2		With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate preK materials.	M10; M22; M59; M61; M63; M79;
3		With guidance and support, demonstrate an understanding of patterns using developmentally appropriate preK materials.	
a		Duplicate and extend simple patterns using concrete objects.	M14; M38; M40
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
1		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, empty, full, heavy, light).	M10; M24; M26; M44; M46; M48; M54; M58; M59; M62;
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).	M10; M24; M26; M44; M46; M48; M54; M58; M59; M62;
a		Use nonstandard units of measurement.	M10; M24; M26; M44; M46; M48; M54; M58; M59; M62;
b		Explore standard tools of measurement.	M10; M24; M26; M44; M46; M48; M54; M58; M59; M62;
		Classify objects and count the number of objects in each category.	M10; M26; M44; M46; M48; M58; M59; M62;
3		With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	M10; M26; M44; M46; M48; M58; M59; M62;
		Geometry Domain	

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

State 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, sort, classify, and order objects.	
3		With guidance and support, use a variety of simple tools to make investigations.	
4		With guidance and support, work collaboratively with others.	
		Use the five senses to explore and investigate the environment.	
5		With guidance and support, identify the body parts associated with the use of each of 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.	
2		With guidance and support, describe and compare objects and materials by at least one 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.	
1		With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	
2		With guidance and support, describe individual characteristics of self, other living things and 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
3		With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).	
		Technology	
		Identify and explore a variety of technology tools.	
1		With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, 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.	
3		Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a 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.	
2		Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	
3		Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	
4		Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	
		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.	
1		Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	
2		Identify characteristics of the clouds, sun, moon, and stars.	
3		Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	
		Technology	
		Identify and explore a variety of technology tools.	
1		Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	
2		Use technology tools to gather and/or communicate information.	
3		With prompting and support, invent and construct simple objects or structures using technology tools.	
		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.	
2		With guidance and support, identify similarities and differences in people.	BDC14; BDC20;
3		With guidance and support, describe some family traditions.	
4		With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	BDC14; BDC16;
		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.	
a		Identify some rules for different settings.	

State ID	Subject	State Text	Book Discussion Cards
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.	
		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.	
2		With guidance and support, identify location and some physical features of familiar places in the environment.	
3		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 restaurant).	BDC08;
4		Begin to use a variety of technology tools (e.g., telephone, cash register, computer), 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).	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.	
4		Identify some similarities and differences in family structure, culture, ability, language, age 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.	
a		Identify some rules for different settings.	
b		Identify appropriate choices to promote positive interactions.	
7		With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	BDC14;
8		With prompting and support, identify some positive character traits of self and others (e.g., 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.	
2		With prompting and support, identify location and some physical features of familiar places in the environment.	
3		With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	BDC08;
4		Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	
5		Demonstrate an understanding of the role that people play in caring for the environment (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 Development	Gross Motor Skills	

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).	
2		With guidance and support, demonstrate coordination of large muscles to perform 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.	
3		With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	
4		With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	
5		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 wheel toys).	
		Participate in physical activity for self-expression and/or social interaction.	
6		With guidance and support, demonstrate self-expression through movement by participating 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.	
1		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 objects in bottle).	
		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
2		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 keyboard, use clay to form shapes).	

State ID	Subject	State Text	Book Discussion Cards
3		With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	
		Participate in fine motor activity for self-expression and/or social interaction.	
4		With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	
5		With guidance and support, participate in group activities involving fine motor 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.	
6		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.	
1		With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	
2		With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	BDC15;
3		With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	
		Demonstrate an emerging use of standard health practices.	
4		With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	
5		With guidance and support, participate in a variety of physical activities.	
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.	
1		Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	

State ID	Subject	State Text	Book Discussion Cards
2		Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	
		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
3		With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	
4		Use various types of equipment (e.g., playground equipment, tricycles, slides).	
5		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 wheel toys, skipping).	
		Fine Motor Skills	
		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
1		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 in bottle).	
		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
2		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).	
3		Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	
		Participate in fine motor activity for self-expression and/or social interaction.	
4		With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	
5		With prompting and support, participate in group activities involving fine motor experiences (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
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.	BDC15;
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.	
6		With prompting and support, identify nutritious foods.	
		Three-Year-Olds	
	Social and Emotional Development	Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
a		With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.	
b		With guidance and support, engage with a variety of familiar adults.	
2		Interact appropriately with other children.	
a		Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	
b		Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	
c		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.").	

State ID	Subject	State Text	Book Discussion Cards
3		Express empathy and care for others.	
a		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).	
b		Begin to offer and accept encouraging and courteous words to demonstrate kindness.	
c		With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”).	BDC08; BDC13;
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
a		With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	
b		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 time).	
c		With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	
5		Join ongoing activities in acceptable ways. a. Begin to express to others a desire to play (e.g., “I want to play.”).	
b		With guidance and support, lead and follow.	
c		With guidance and support, move into group with ease.	
6		Resolve conflicts with others.	
a		With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”).	
b		With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”).	
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
a		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 ...”, “I did ...”).	
b		Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).	
2		Develop personal preferences.	
a		Begin to express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I 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.	
a		With guidance and support, make alternative choices (e.g., move to another area when a center is full).	
b		With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	
4		Know personal information.	
a		With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	
b		Begin to refer to self by first name.	
c		With guidance and support, know parents'/guardians' names.	
		Recognize and adapt expressions, behaviors, and actions.	
5		Show impulse control with body and actions.	
a		Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).	
b		With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	
c		With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).	
6		Manage emotions.	
a		With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	
b		With guidance and support, recognize emotions (e.g., "I am really mad.").	BDC06; BDC08; BDC11; BDC14; BDC18; BDC19; BDC20;
c		With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").	
d		With guidance and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").	
7		Follow procedures and routines with teacher support.	
a		Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).	
b		With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	

State ID	Subject	State Text	Book Discussion Cards
c		Begin to take turns and to share information with others (e.g., interact during group time).	
8		Demonstrate flexibility in adapting to different environments.	
a		With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	
b		With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	
		Four-Year-Olds	
		Social Development	
		Build and maintain relationships with others.	
1		Interact appropriately with familiar adults.	
a		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.	
a		Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	
b		Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	
c		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.	
a		Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	
b		Offer and accept encouraging and courteous words to demonstrate kindness.	
c		With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.>").	BDC03; BDC08; BDC11; BDC13; BDC17; BDC19; BDC20;
		Work productively toward common goals and activities.	
4		Participate successfully as a member of a group.	
a		With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	

State ID	Subject	State Text	Book Discussion Cards
b		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 time).	
c		Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	
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.	
c		Move into group with ease.	
6		Resolve conflicts with others.	
a		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.>").	
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.>").	
		Emotional Development	
		Demonstrate awareness of self and capabilities.	
1		Demonstrate trust in self.	
a		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 ...").	
b		Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I 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.	
a		Make alternative choices (e.g., move to another area when a center is full).	
b		Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	
4		Know personal information.	
a		Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	
b		Refer to self by first and last name.	
c		Know 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.	
a		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).	
c		Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	
6		Manage emotions.	
a		With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	
b		With prompting and support, recognize emotions (e.g., "I am really mad.").	
c		With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").	
d		With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").	
7		Follow procedures and routines with teacher support.	
a		Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	
b		Use materials with care and safety (e.g., use scissors to cut paper).	
c		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	
	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.	
2		Begin to sing a variety of short songs.	
3		With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).	
4		With guidance and support, identify fast and slow tempos.	

State ID	Subject	State Text	Book Discussion Cards
5		With guidance and support, recognize a wide variety of sounds.	
		Dance and Movement	
		Demonstrate understanding through the use of music.	
1		With guidance and support, create simple movements (e.g., twirl, turn around, shake).	
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.	
4		With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.	
		Visual arts	
		Create visual art.	
1		With guidance and support, produce original art (e.g., color, paint, draw) using a wide 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.	
1		Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	
2		Sing a variety of short songs.	
3		Listen actively and respond to short musical works (e.g., singing, answering questions, 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
5		With prompting and support, recognize a wide variety of sounds and songs from other 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	
		Engage in play.	
1		With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	
2		With guidance and support, initiate and make decisions regarding play and learning activities (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, parallel, collaborative).	
		Curiosity and Initiative	

State ID	Subject	State Text	Book Discussion Cards
		Demonstrate curiosity and initiative.	
1		Demonstrate a developing interest in new experiences by interacting with peers, using 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.	
4		With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	
		Persistence and Attentiveness	
		Demonstrate persistence and attentiveness.	
1		With guidance and support, follow through to complete a task or activity.	
2		With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	
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.	
2		Begin to 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).	
3		With guidance and support apply prior learning and experiences to build new knowledge.	
		Four-Year-Olds	
		Play	
		Engage in play.	
1		Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	
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).	
4		Demonstrate active engagement in play.	
		Curiosity and Initiative	

State ID	Subject	State Text	Book Discussion Cards
		Demonstrate curiosity and initiative.	
1		Demonstrate interest in new experiences by interacting with peers, using familiar materials in 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.	
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).	
3		Apply prior learning and experiences to build new knowledge.	
		Three-Year-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”).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22

State ID	Subject	State Text	Book Discussion Cards
2		With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
3		With guidance and support, identify common objects in the pictures in a book.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Craft and Structure	
4		With guidance and support, exhibit curiosity and interest that print conveys meaning.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
a		Increase vocabulary through conversations with adults and peers.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
b		Identify real world print (e.g., labels in the classroom, signs in the community).	

State ID	Subject	State Text	Book Discussion Cards
5		With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
6		With guidance and support, identify the terms “author” and “illustrator.”	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Integration of Knowledge and Ideas	
7		With guidance and support, make connections between self and real life experiences as they relate to classroom books.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
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.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Range of Reading and Level of Text Complexity	

State ID	Subject	State Text	Book Discussion Cards
10		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, science, music, and/or manipulatives).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Reading Standards for Informational Text	
		Key Ideas and Details	
1		With guidance and support, answer questions related to a variety of print materials.	BDC03;
2		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).	BDC03;
3		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).	BDC03;
		Craft and Structure	
4		With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).	
5		With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	
6		With guidance and support, identify the terms "author" and "illustrator."	
		Integration of Knowledge and Ideas	
7		With guidance and support, make connections between self and real life experiences as they relate to classroom books.	BDC03;
8		No developmentally appropriate standard	
9		No developmentally appropriate standard	
		Range of Reading and Level of Text Complexity	
10		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, 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.	
a		Recognize that spoken words can be written and convey meaning.	
b		Recognize and name some letters in their first name.	
c		Recognize some numbers.	
d		Recognize that print moves from left to right, top to bottom, and page by page.	
		Phonological Awareness	
2		With guidance and support, demonstrate an emerging understanding of spoken words and sounds.	
a		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).	
c		Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).	
d		Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	
3		With guidance and support, demonstrate emergent phonological awareness skills (e.g., recognize first name in print).	
		Fluency	
4		With guidance and support, display emergent reading behavior through pretend reading and picture reading.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Writing Standards	
		Text Types and Purposes	
1		With guidance and support, explore and experiment with a combination of written 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 ID	Subject	State Text	Book Discussion Cards
5		No developmentally appropriate standard	
6		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-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	
1		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 interactions).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
2		With guidance and support, demonstrate understanding of information by asking and answering questions and responding to directions.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
3		With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Presentation of Knowledge and Ideas	

State ID	Subject	State Text	Book Discussion Cards
4		With guidance and support, describe familiar people, places, things, and events.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
5		No developmentally appropriate standard	
6		With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Language Standards	
		Conventions of Standard English	
1		With guidance and support, demonstrate age appropriate standard English.	
a		Ask and answer questions.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
b		Use simple prepositions (e.g., in, out, on, off).	
c		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	

State ID	Subject	State Text	Book Discussion Cards
4		With guidance and support, demonstrate developing vocabulary with the majority of words spoken being understood by adults and peers.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
5		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 categories represent.	
6		With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).	
		Four-Year-Olds	
		Reading standards for literature	
		Key Ideas and Details	
1		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”).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
2		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).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22

State ID	Subject	State Text	Book Discussion Cards
3		With prompting and support, identify some characters, settings, and/or major events in a story.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Craft and Structure	
4		Exhibit curiosity and interest in learning words in print.	
a		Develop new vocabulary from stories.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
b		Identify environmental print (e.g., word wall, class dictation).	
5		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 diversity).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
6		With prompting and support, identify the role of the author and illustrator.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Integration of Knowledge and Ideas	

State ID	Subject	State Text	Book Discussion Cards
7		With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
8		(Not appropriate for literature as indicated in the CCSS for ELA.)	
9		With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Range of Reading and Level of Text Complexity	
10		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).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Reading Standards for Informational Text	
		Key Ideas and Details	
1		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 reference materials).	
2		With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	BDC03;
3		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, 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.	
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	
7		With prompting and support, make connections between self and text and/or information and text.	BDC03;
8		With prompting and support, explore the purpose of the informational text as it relates to self.	
9		With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	
		Range of Reading and Level of Text Complexity	
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).	BDC03;
		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.	
c		Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	
d		Differentiate letters from numbers.	
e		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.	
g		Understand that words are separated by spaces in print.	
		Phonological Awareness	
2		With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.	
a		Engage in language play (e.g., sound patterns, rhyming patterns, songs).	

State ID	Subject	State Text	Book Discussion Cards
b		Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	
c		Demonstrate awareness of the relationship between sounds and letters.	
d		Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	
e		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.	
a		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	
4		Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Writing Standards	
		Text Types and Purposes	
1		With prompting and support, recognize that writing is a way of communicating for a variety of purposes.	
a		Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	
b		Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	
c		Explore and experiment with a combination of written representations (e.g., scribbles, 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
5		With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.	
6		With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.	
		Research to Build and Present Knowledge	
7		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 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	
1		With guidance and support, participate in collaborative conversations about prekindergarten topics and texts with peers and adults in small and large groups.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
a		Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings).	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22

State ID	Subject	State Text	Book Discussion Cards
b		Engage in extended conversations.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
2		With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
3		With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		Presentation of Knowledge and Ideas	
4		With prompting and support, describe familiar people, places, things, and events.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
5		With prompting and support, add drawings or other visual displays to descriptions.	

State ID	Subject	State Text	Book Discussion Cards
6		With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22
		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.	
b		Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
c		Understand and use question words (interrogatives) (e.g., who, what, where, when, why, 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.	
a		Write first name, capitalizing the first letter.	
b		Attempt to write a letter or letters to represent a word.	
c		Experiment with written representations of words, using emergent knowledge of sound-letter relationships.	
		Knowledge of Language	
3		No developmentally appropriate standard	
		Vocabulary Acquisition and Use	
4		With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	BDC01;BDC02;BDC03;BDC04;BDC05;BDC06;BDC07;BDC08;BDC09;BDC10;BDC11;BDC12;BDC13;BDC14;BDC15;BDC16;BDC17;BDC18;BDC19;BDC20;BDC21;BDC22

State ID	Subject	State Text	Book Discussion Cards
a		Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	
5		With guidance and support, explore word relationships and word meanings.	
a		Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
b		Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	
c		Identify real-life connections between words and their use (e.g., find examples of things that are smooth).	
d		Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).	
6		With prompting and support, use words and phrases acquired through conversations, 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.	
2		With guidance and support, experiment with a combination of written representations (e.g., scribbling or drawing).	
		Count to tell the number of objects.	
3		With guidance and support, experiment with counting concrete objects and actions up to 3.	
		Compare numbers.	
4		With guidance and support, experiment with comparing quantities using concrete 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.	
1		With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	
2		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, stomping, and patting).	

State ID	Subject	State Text	Book Discussion Cards
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
1		With guidance and support, experiment with measurable attributes of everyday objects such as big, little, tall, short, full, empty, heavy, light.	
2		With guidance and support, experiment with ordering two objects using attributes of big, bigger, long, longer, tall, taller, short, shorter.	
		Classify objects and count the number of objects in each category.	
3		With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	
		Geometry Domain	
		Explore, identify, and describe shapes (squares, circles, rectangles).	
1		With guidance and support, correctly name circles, squares, and triangles.	
2		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 triangle).	
		Analyze, compare, create, and compose shapes.	
3		With guidance and support, create shapes using developmentally appropriate materials (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		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.	
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.	

State ID	Subject	State Text	Book Discussion Cards
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.	
a		Duplicate and extend simple patterns using concrete objects.	
		Measurement and Data Domain	
		Describe and compare measurable attributes.	
1		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, empty, full, heavy, light).	
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).	
a		Use nonstandard units of measurement.	
b		Explore standard tools of measurement.	
		Classify objects and count the number of objects in each category.	
3		With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	
		Geometry 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.	
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.	
		Analyze, compare, create, and compose shapes.	
4		With guidance and support, create and represent shapes using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	
5		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).	