

Alignment of



The Creative Curriculum® for Preschool



WITH

Alignment of *The Creative Curriculum*® for Preschool with North Dakota Pre-Kindergarten Content Standards

This document aligns the content in *North Dakota Pre-Kindergarten Content Standards* with the goals and ideals of *The Creative Curriculum* for *Preschool. The Creative Curriculum* for *Preschool* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

North Dakota Department of Public Instruction. (2013). *North Dakota pre-kindergarten content standards*. Bismarck, North Dakota: Author. Content retrieved from https://dpi.state.nd.us/EarlyChildhoodEduc/pkstandards.pdf

Teaching Strategies, LLC. (2010). The Creative Curriculum® for preschool. Washington, DC: Author.

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Balls Study
State: North Dakota Pre-Kindergarten Content Standards
Subject: Early Childhood Education
Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
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| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. Balls Study p. 15 Exploring the Topic Day 1 Read-Aloud |
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| | | p. 55 Investigation 4 Day 3 Read-Aloud |
| | | p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud |
| | | p. 65 Investigation 5 Day 2 Small Group |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). |
| | | Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Social Competence |
| INDICATOR | SED.2.2. | Communicate with peer or adult when encountering challenges. |
| | | Balls Study |
| | | p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group |
| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
| BENCHMARK | APL.1. | Students demonstrate habits of mind and dispositions important to learning. |
| GRADE LEVEL EXPECTATION | | Engagement and Persistence |
| INDICATOR | APL.1.5. | Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem. |
| | | Balls Study p. 39 Investigation 2 Day 2 Choice Time p. 71 Investigation 5 Day 5 Small Group |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Pretend play |
| INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy |

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| | | situations. Balls Study p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes |
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| | | p. 87 Celebrating Learning Day 2 Mighty Minutes p.68 Investigation 5 Day 4 Large Group p.84 Celebrating Learning Day 1 Large Groups |
| INDICATOR | APL.2.6. | Engages in elaborate sustained imagined play and can distinguish between real life and fantasy. |
| | | Balls Study p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group |
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| CONTENT STANDARD | ND.PD. | Physical Development |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Skills |
| INDICATOR | PD.1.1. | Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment). Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Control in Movement |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 44 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences |
| INDICATOR | PD.1.4. | Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam). Balls Study p. 35 Investigation 2 Outdoor Experiences p. 43 Investigation 3 Outdoor Experiences p. 47 Investigation 3 Day 2 Read-Aloud p. 61 Investigation 5 Outdoor Experiences p. 83 Celebrating Learning Outdoor Experience |
| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| INDICATOR | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. |

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| | | Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 61 Investigation 5 Outdoor Experiences p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time |
| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |
| GRADE LEVEL EXPECTATION | | Movement Elements |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. Balls Study p. 46 Investigation 3 Day 2 Large Group |
| BENCHMARK | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. Balls Study p. 17 Exploring the Topic Day 2 Mighty Minutes p. 19 Exploring the Topic Day 3 Mighty Minutes p. 20 Exploring the Topic Day 4 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 2 Mighty Minutes p. 38 Investigation 2 Day 2 Mighty Minutes p. 38 Investigation 2 Day 2 Mighty Minutes p. 39 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Large-Group p. 55 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Choice Time p. 55 Investigation 4 Day 3 Mighty Minutes p. 56 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 5 Large Group p. 69 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 1 Large Group p. 62 Investigation 5 Day 2 Mighty Minutes p. 66 Investigation 5 Day 3 Small Group p. 67 Investigation 5 Day 3 Smighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 67 Investigation 5 Day 5 Small Group p. 67 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 2 Large Group p. 88 Celebrating Learning Day 2 Large Group p. 88 Investigation 5 Day 4 Large Group |

| | | p.84 Celebrating Learning Day 1 Large Groups |
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| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Singing |
| INDICATOR | ART.3.1. | Sing to music. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 2 Day 1 Large Group p. 34 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 3 Large Group p. 44 Investigation 3 Day 1 Large Group p. 46 Investigation 3 Day 1 Large Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 52 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 3 Large Group p. 56 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 3 Large Group p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 5 Day 1 Large Group p. 60 Investigation 5 Day 1 Large Group p. 61 Investigation 5 Day 2 Large Group p. 62 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large Group p. 66 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 4 Mighty Minutes p. 68 Investigation 5 Day 4 Mighty Minutes p. 69 Investigation 5 Day 4 Large Group p. 60 Investigation 5 Day 2 Large Group p. 61 Investigation 5 Day 2 Large Group p. 62 Investigation 5 Day 4 Large Group p. 63 Eclebrating Learning Day 1 Small Group p. 64 Celebrating Learning Day 2 Large Group p. 65 Investigation 5 Day 4 Large Group p. 66 Celebrating Learning Day 2 Large Group p. 68 Investigation 5 Day 4 Large Group p. 68 Investigation 5 Day 4 Large Group |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Listening |
| INDICATOR | ART.3.3. | Listen to music with attention. Balls Study p. 29 Investigation 1 Day 1 Small Group |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Visual Art Media, Techniques, and Processes |
| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes. Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 52 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group |

| | | p. 58 Investigation 4 Day 5 Large Group |
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| | | p. 59 Investigation 4 Day 5 Choice Time |
| | | p. 59 Investigation 4 Day 5 Small Group |
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| | | p. 69 Investigation 5 Day 4 Read-Aloud |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| INDICATOR | ART.4.2. | Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. |
| | | Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 39 Investigation 2 Day 2 Small Group |
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| | | p. 67 Investigation 5 Day 3 Small Group |
| | | p. 69 Investigation 5 Day 4 Read-Aloud |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Connections |
| INDICATOR | ART.4.3. | Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations. |
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| CONTENT STANDARD | ND. LL. | Language and Literacy |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Key Ideas and Details |
| INDICATOR | LL.1.1. | Recall and retell information from a book with attention to the main |
| | | events or major ideas. |
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| | | p. 67 Celebrating Learning Day 2 Read-Aloud |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate |
| | | to personal experiences). |
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| | | p. 71 Investigation 5 Day 5 Small Group |
| | | p. 85 Celebrating Learning Day 1 Read-Aloud |
| | | p. 87 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Craft and Structure |
| INDICATOR | LL.1.3. | Know that books and other reading materials have titles, authors, |
| | 4 1 | |

| | | and often, illustrators. |
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| | | Balls Study |
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| | | p. 63 Investigation 5 Day 1 Read-Aloud |
| | | p. 65 Investigation 5 Day 2 Read-Aloud |
| | | p. 71 Investigation 5 Day 5 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Integration of Knowledge and Ideas |
| INDICATOR | LL.1.5. | Understand that illustrations and pictures convey meaning. |
| | | Balls Study |
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| BENCHMARK GRADE LEVEL | LL.1. | Students read a variety of literature and informational texts. Range of Reading and Level of Text Complexity |
| EXPECTATION | | |
| INDICATOR | LL.1.6. | Know that reading is valuable and enjoyable. |
| | | Balls Study |
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| | | p. 39 Investigation 2 Day 2 Read-Aloud |
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| GRADE LEVEL | | Print Concepts |
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| EXPECTATION | | |
| INDICATOR | LL.2.1. | Know that print conveys meaning. |
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| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of |
| | | books. |
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| | | p. 65 Investigation 5 Day 2 Read-Aloud |
| | | p. 67 Investigation 5 Day 3 Small Group |
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case |
| | | forms. |
| | | |
| | | Balls Study |
| | | p. 15 Exploring the Topic Day 1 Mighty Minutes |

| | | p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Mighty Minutes p. 21 Exploring the Topic Day 4 Mighty Minutes p. 23 Exploring the Topic Day 5 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Mighty Minutes p. 47 Investigation 3 Day 2 Small Group p. 54 Investigation 4 Day 3 Large Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 70 Investigation 5 Day 5 Choice Time |
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| INDICATOR | LL.2.4. | Understand that the sounds of language are represented in print by letters and words. Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 1 Small Group p. 67 Investigation 5 Day 3 Small Group p. 15 Exploring the Topic Day 1 Small Group p. 70 Investigation 5 Day 5 Choice Time |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonological Awareness |
| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. Balls Study p. 20 Exploring the Topic Day 4 Large Group p. 32 Investigation 1 Day 3 Large Group p. 56 Investigation 4 Day 4 Large Group |
| INDICATOR | LL.2.6. | Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 65 Investigation 5 Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonics and Word Recognition |

| INDICATOR | LL.2.7. | Know that each letter has its own sound(s) and identify some letter sounds. Balls Study p. 17 Exploring the Topic Day 2 Small Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 47 Investigation 3 Day 2 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Small Group p. 63 Investigation 5 Day 1 Small Group p. 65 Investigation 5 Day 2 Small Group p. 67 Investigation 5 Day 3 Small Group p. 68 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 3 Small Group p. 69 Investigation 5 Day 3 Small Group p. 60 Investigation 5 Day 5 Choice Time |
|-------------------------|---------|---|
| INDICATOR | LL.2.8. | Recognize familiar print in the environment (e.g., traffic signs, store logos, own name). Balls Study p. 29 Investigation 1 Day 1 Small Group p. 41 Investigation 2 Day 3 Small Group p. 53 Investigation 4 Day 2 Large-Group Roundup p. 65 Investigation 5 Day 2 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Text Types and Purposes |
| INDICATOR | LL.3.1. | Know that writing communicates meaning and information for different purposes. Balls Study p. 57 Investigation 4 Day 4 Read-Aloud |
| INDICATOR | LL.3.2. | Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes). Balls Study p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Production and Distribution of Writing |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper). Balls Study p. 41 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud p. 57 Investigation 4 Day 4 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 67 Investigation 5 Day 3 Small Group |
| INDICATOR | LL.3.4. | Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas. Balls Study |

| | | p. 41 Investigation 2 Day 3 Small Group |
|-------------------------|---------|--|
| | | p. 57 Investigation 4 Day 4 Read-Aloud |
| | | p. 57 Investigation 4 Day 4 Small Group |
| | | p. 59 Investigation 4 Day 5 Choice Time |
| | | p. 59 Investigation 4 Day 5 Small Group |
| | | p. 67 Investigation 5 Day 3 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Research to Build and Present Knowledge |
| INDICATOR | LL.3.5. | Use a variety of ways to find information and solve problems. |
| | | Balls Study p. 39 Investigation 2 Day 2 Choice Time |
| | | p. 70 Investigation 5 Day 5 Large Group |
| | | p. 71 Investigation 5 Day 5 Large-Group Roundup |
| | | p. 71 Investigation 5 Day 5 Small Group |
| | | p.70 Investigation 5 Day 5 Choice Time |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL | | Comprehension and Collaboration |
| EXPECTATION | | |
| INDICATOR | LL.4.1. | Engage in conversations. |
| | | Balls Study |
| | | p. 14 Exploring the Topic Day 1 Large Group |
| | | p. 15 Exploring the Topic Day 1 Large-Group Roundup |
| | | p. 15 Exploring the Topic Day 1 Choice Time |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud |
| | | p. 16 Exploring the Topic Day 2 Choice Time |
| | | p. 16 Exploring the Topic Day 2 Large Group |
| | | p. 17 Exploring the Topic Day 2 Small Group |
| | | p. 17 Exploring the Topic Day 2 Large-Group Roundup |
| | | p. 18 Exploring the Topic Day 3 Choice Time |
| | | p. 18 Exploring the Topic Day 3 Large Group |
| | | p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud |
| | | p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group |
| | | p. 20 Exploring the Topic Day 4 Large Group |
| | | p. 20 Exploring the Topic Day 4 Choice Time |
| | | p. 21 Exploring the Topic Day 4 Read-Aloud |
| | | p. 21 Exploring the Topic Day 4 Read Aloud p. 21 Exploring the Topic Day 4 Large-Group Roundup |
| | | p. 21 Exploring the Topic Day 4 Small Group |
| | | p. 22 Exploring the Topic Day 5 Large Group |
| | | p. 23 Exploring the Topic Day 5 Large-Group Roundup |
| | | p. 23 Exploring the Topic Day 5 Choice Time |
| | | p. 23 Exploring the Topic Day 5 Read-Aloud |
| | | p. 23 Exploring the Topic Day 5 Small Group |
| | | p. 27 Investigation 1 Outdoor Experiences |
| | | p. 28 Investigation 1 Day 1 Large Group |
| | | p. 29 Investigation 1 Day 1 Choice Time |
| | | p. 29 Investigation 1 Day 1 Large-Group Roundup |
| | | p. 29 Investigation 1 Day 1 Read-Aloud |
| | | p. 29 Investigation 1 Day 1 Small Group |
| | | p. 30 Investigation 1 Day 2 Large Group |
| | | p. 31 Investigation 1 Day 2 Choice Time |
| | | p. 31 Investigation 1 Day 2 Large-Group Roundup |
| | | p. 31 Investigation 1 Day 2 Small Group |
| | | p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup |
| | | p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 33 Investigation 1 Day 3 Small Group |
| | | p. 35 Investigation 1 Day 3 Small Group p. 35 Investigation 2 Outdoor Experiences |
| | | p. 36 Investigation 2 Day 1 Choice Time |
| | 1 | processing and a many transfer time |

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p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large-Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 43 Investigation 3 Outdoor Experiences
p. 44 Investigation 3 Day 1 Large Group
p. 45 Investigation 3 Day 1 Choice Time
p. 45 Investigation 3 Day 1 Large-Group Roundup
p. 45 Investigation 3 Day 1 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 49 Investigation 4 Outdoor Experience
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Large-Group Roundup
p. 51 Investigation 4 Day 1 Read-Aloud
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 55 Investigation 4 Day 3 Choice Time
p. 55 Investigation 4 Day 3 Large-Group Roundup
p. 55 Investigation 4 Day 3 Read-Aloud
p. 55 Investigation 4 Day 3 Small Group
p. 56 Investigation 4 Day 4 Choice Time
p. 56 Investigation 4 Day 4 Large Group
p. 57 Investigation 4 Day 4 Large-Group Roundup
p. 57 Investigation 4 Day 4 Read-Aloud
p. 57 Investigation 4 Day 4 Small Group
p. 58 Investigation 4 Day 5 Large Group
p. 59 Investigation 4 Day 5 Choice Time
p. 59 Investigation 4 Day 5 Large Group Roundup
p. 59 Investigation 4 Day 5 Read-Aloud
p. 59 Investigation 4 Day 5 Small Group
p. 61 Investigation 5 Outdoor Experiences
p. 62 Investigation 5 Day 1 Choice Time
p. 62 Investigation 5 Day 1 Large Group
p. 63 Investigation 5 Day 1 Large-Group Roundup
p. 63 Investigation 5 Day 1 Small Group
p. 64 Investigation 5 Day 2 Choice Time
p. 64 Investigation 5 Day 2 Large Group
p. 65 Investigation 5 Day 2 Large-Group Roundup
p. 65 Investigation 5 Day 2 Small Group
p. 66 Investigation 5 Day 3 Large Group
p. 67 Investigation 5 Day 3 Choice Time
p. 67 Investigation 5 Day 3 Small Group
p. 69 Investigation 5 Day 4 Choice Time
p. 69 Investigation 5 Day 4 Large-Group Roundup
p. 69 Investigation 5 Day 4 Small Group
p. 70 Investigation 5 Day 5 Large Group
p. 71 Investigation 5 Day 5 Large-Group Roundup
p. 71 Investigation 5 Day 5 Small Group
p. 83 Celebrating Learning Outdoor Experience
p. 84 Celebrating Learning Day 1 Choice Time
p. 85 Celebrating Learning Day 1 Large Group Roundup
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| | | p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Choice Time p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Large-Group Roundup p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.68 Investigation 5 Day 4 Large Group p.70 Investigation 5 Day 5 Choice Time p.84 Celebrating Learning Day 1 Large Groups |
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| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas |
| INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Balls Study p. 15 Exploring the Topic Day 1 Mighty Minutes p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 36 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Read-Aloud p. 40 Investigation 2 Day 3 Choice Time p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 51 Investigation 4 Day 1 Read-Aloud p. 51 Investigation 4 Day 1 Small Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Read-Aloud p. 61 Investigation 5 Day 5 Choice Time p. 59 Investigation 5 Day 5 Small Group p. 71 Investigation 5 Day 5 Small Group p. 70 Investigation 5 Day 5 Choice Time |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Conventions of Standard English |
| INDICATOR | LL.5.1. | Apply basic grammatical structures in spoken language. Balls Study p. 35 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 3 Choice Time p. 43 Investigation 3 Outdoor Experiences p. 49 Investigation 4 Outdoor Experience p. 50 Investigation 4 Day 1 Large Group p. 52 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 3 Small Group p. 57 Investigation 4 Day 4 Read-Aloud |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL | | Knowledge of Language |

| EXPECTATION | | |
|----------------------------|---------|--|
| INDICATOR | LL.5.2. | Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.) |
| | | Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Mighty Minutes p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 3 Large Group p. 32 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 2 Day 2 Mighty Minutes p. 40 Investigation 3 Day 1 Large Group p. 41 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Large Group p. 45 Investigation 3 Day 1 Read-Aloud p. 46 Investigation 3 Day 2 Large Group p. 50 Investigation 4 Day 2 Large Group p. 51 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 53 Investigation 4 Day 2 Large Group p. 55 Investigation 4 Day 2 Large Group p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Large Group p. 56 Investigation 5 Day 1 Large Group p. 57 Investigation 5 Day 1 Large Group p. 58 Investigation 5 Day 2 Large Group p. 59 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large Group p. 61 Investigation 5 Day 2 Large Group p. 62 Investigation 5 Day 3 Large Group p. 63 Investigation 5 Day 4 Large Group p. 64 Investigation 5 Day 4 Small Group p. 66 Investigation 5 Day 5 Large Group p. 67 Investigation 5 Day 5 Large Group p. 68 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Large Group p. 72 Investigation 5 Day 5 Large Group p. 73 Investigation 5 Day |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use |
| INDICATOR | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Balls Study |
| | | p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud |

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p. 16 Exploring the Topic Day 2 Choice Time
p. 16 Exploring the Topic Day 2 Large Group
p. 17 Exploring the Topic Day 2 Small Group
p. 17 Exploring the Topic Day 2 Large-Group Roundup
p. 19 Exploring the Topic Day 3 Large-Group Roundup
p. 19 Exploring the Topic Day 3 Mighty Minutes
p. 19 Exploring the Topic Day 3 Read-Aloud
p. 20 Exploring the Topic Day 4 Large Group
p. 21 Exploring the Topic Day 4 Large-Group Roundup
p. 22 Exploring the Topic Day 5 Large Group
p. 23 Exploring the Topic Day 5 Choice Time
p. 23 Exploring the Topic Day 5 Read-Aloud
p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Read-Aloud
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Choice Time
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Small Group
p. 46 Investigation 3 Day 2 Choice Time
p. 46 Investigation 3 Day 2 Large Group
p. 47 Investigation 3 Day 2 Small Group
p. 50 Investigation 4 Day 1 Large Group
p. 51 Investigation 4 Day 1 Choice Time
p. 51 Investigation 4 Day 1 Read-Aloud
p. 51 Investigation 4 Day 1 Small Group
p. 52 Investigation 4 Day 2 Large Group
p. 53 Investigation 4 Day 2 Read-Aloud
p. 53 Investigation 4 Day 2 Choice Time
p. 53 Investigation 4 Day 2 Large-Group Roundup
p. 54 Investigation 4 Day 3 Large Group
p. 55 Investigation 4 Day 3 Read-Aloud
p. 56 Investigation 4 Day 4 Choice Time
p. 57 Investigation 4 Day 4 Large-Group Roundup
p. 57 Investigation 4 Day 4 Read-Aloud
p. 57 Investigation 4 Day 4 Small Group
p. 58 Investigation 4 Day 5 Large Group
p. 59 Investigation 4 Day 5 Choice Time
p. 59 Investigation 4 Day 5 Large Group Roundup
p. 59 Investigation 4 Day 5 Read-Aloud
p. 59 Investigation 4 Day 5 Small Group
p. 61 Investigation 5 Outdoor Experiences
p. 62 Investigation 5 Day 1 Choice Time
p. 62 Investigation 5 Day 1 Large Group
p. 63 Investigation 5 Day 1 Large-Group Roundup
p. 63 Investigation 5 Day 1 Mighty Minutes
p. 63 Investigation 5 Day 1 Small Group
p. 64 Investigation 5 Day 2 Large Group
p. 65 Investigation 5 Day 2 Large-Group Roundup
p. 65 Investigation 5 Day 2 Read-Aloud
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| | | p. 65 Investigation 5 Day 2 Small Group p. 66 Investigation 5 Day 3 Large Group p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Large-Group Roundup p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group p. 71 Investigation 5 Day 5 Mighty Minutes p. 86 Celebrating Learning Day 2 Choice Time p.47 Investigation 3 Day 2 Large-Group Roundup p.53 Investigation 4 Day 2 Small Group p.67 Investigation 5 Day 3 Large-Group Roundup p.84 Celebrating Learning Day 1 Large Groups |
|-------------------------|----------|---|
| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Number Names and the Count Sequence |
| INDICATOR | MTH.1.1. | Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle). Balls Study p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group |
| INDICATOR | MTH.1.2. | Use number names with written numerals. |
| | | Balls Study p. 71 Investigation 5 Day 5 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Count Objects |
| INDICATOR | MTH.1.4. | Demonstrate understanding of one-to-one correspondence between objects and numbers. Balls Study p. 71 Investigation 5 Day 5 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Compare Numbers |
| INDICATOR | MTH.1.6. | Demonstrates ability to compare quantities of objects. Balls Study p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Addition as adding to, and subtraction as taking from |
| INDICATOR | MTH.2.1. | Recognize that the number of objects can change when they are added or taken away from a group. Balls Study p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 2 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group |
| INDICATOR | MTH.2.2. | Use objects to solve simple addition (e.g., joining; combining two |

| BENCHMARK | MTH.2. | parts to make a whole) and subtraction (e.g., separating) problems within 5. Balls Study p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Large-Group Roundup p. 53 Investigation 4 Day 2 Mighty Minutes p. 54 Investigation 4 Day 3 Large Group p. 71 Investigation 5 Day 5 Small Group p. 85 Celebrating Learning Day 1 Small Group p. 86 Celebrating Learning Day 2 Large Group Students begin to develop an understanding of operations and |
|----------------------------|----------|---|
| GRADE LEVEL EXPECTATION | | algebraic thinking. Patterns |
| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. Balls Study p. 55 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Choice Time p. 57 Investigation 4 Day 4 Large-Group Roundup |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Compare measurable attributes |
| INDICATOR | MTH.3.1. | Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 4 Small Group p. 70 Investigation 5 Day 5 Large Group |
| INDICATOR | MTH.3.2. | Use standard or nonstandard measurement techniques to measure objects. Balls Study p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 69 Investigation 5 Day 4 Small Group |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Classify objects |
| INDICATOR | MTH.3.3. | Order objects by size and length. Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 40 Investigation 2 Day 3 Choice Time p. 45 Investigation 3 Day 1 Choice Time p. 45 Investigation 3 Day 1 Large-Group Roundup p. 45 Investigation 3 Day 1 Small Group p. 63 Investigation 5 Day 1 Mighty Minutes p. 70 Investigation 5 Day 5 Large Group |

| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
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| GRADE LEVEL EXPECTATION | | Identify and describe shapes |
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three-dimensional shapes. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Mighty Minutes p. 17 Exploring the Topic Day 3 Mighty Minutes p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 4 Large Group p. 20 Exploring the Topic Day 4 Lorge Group p. 20 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Large-Group Roundup p. 35 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 37 Investigation 2 Day 1 Large-Group Roundup p. 38 Investigation 2 Day 2 Large-Group Roundup p. 39 Investigation 2 Day 2 Large-Group p. 39 Investigation 2 Day 2 Choice Time p. 39 Investigation 2 Day 2 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 4 Outdoor Experience p. 51 Investigation 4 Day 1 Small Group p. 53 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 2 Choice Time p. 51 Investigation 4 Day 1 Choice Time p. 51 Investigation 4 Day 2 Choice Time p. 51 Investigation 4 Day 2 Choice Time p. 54 Investigation 4 Day 3 Large Group p. 55 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 4 Large Group p. 57 Investigation 4 Day 5 Large Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 4 Large Group p. 50 Investigation 5 Day 4 Choice Time p. 51 Investigation 5 Day 4 Large Group p. 53 Investigation 5 Day 4 Large-Group Roundup p. 58 Investigation 5 Day 4 Large-Group Roundup p. 58 Investigation 5 Day 4 Large-Group Roundup p. 59 Investigation 5 Day 4 Large-Group Roundup p. 50 Investigation 5 Day 4 Large-Group Roundup p. 51 Investiga |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |
| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or position of objects. Balls Study |
| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.1. | Know and describe the sequence of daily routines. |

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| | | Balls Study p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Choice Time |
| INDICATOR | SCI.1.2. | Recognize and inquire about simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet). Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Large Group p. 47 Investigation 3 Day 2 Read-Aloud p. 53 Investigation 4 Day 2 Choice Time |
| INDICATOR | SCI.1.3. | p. 69 Investigation 5 Day 4 Choice Time Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle). Balls Study p. 38 Investigation 2 Day 2 Large Group |
| DENCHMARK | SCI 2 | |
| BENCHMARK | SCI.2. | Students use the process of science inquiry. |
| GRADE LEVEL EXPECTATION | | Scientific Inquiry |
| INDICATOR | SCI.2.1. | Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment. Balls Study p. 31 Investigation 1 Day 2 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 45 Investigation 3 Day 1 Small Group p. 46 Investigation 3 Day 2 Choice Time p. 47 Investigation 3 Day 2 Read-Aloud p. 59 Investigation 4 Day 5 Choice Time p. 69 Investigation 5 Day 4 Choice Time p. 69 Investigation 5 Day 4 Small Group |
| INDICATOR | SCI.2.2. | Use their five senses to manipulate materials and learn about the environment. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 29 Investigation 1 Day 1 Choice Time p. 31 Investigation 1 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 47 Investigation 3 Day 2 Small Group p. 59 Investigation 4 Day 5 Choice Time p. 62 Investigation 5 Day 1 Choice Time p. 63 Investigation 5 Day 1 Mighty Minutes p. 64 Investigation 5 Day 2 Choice Time |

| INDICATOR | SCI.2.3. | p. 64 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup p. 66 Investigation 5 Day 3 Large Group p. 67 Investigation 5 Day 3 Choice Time p.67 Investigation 5 Day 3 Large-Group Roundup Gather and record simple information through discussions and drawings about their environment (e.g., weather). Balls Study |
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| | | p. 57 Investigation 4 Day 4 Small Group p. 58 Investigation 4 Day 5 Large Group p. 59 Investigation 4 Day 5 Choice Time p. 59 Investigation 4 Day 5 Small Group p. 61 Investigation 5 Outdoor Experiences p. 69 Investigation 5 Day 4 Read-Aloud |
| INDICATOR | SCI.2.4. | Make predictions and generate ideas based on past experience, observations, and information. Balls Study p. 27 Investigation 1 Outdoor Experiences p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 39 Investigation 2 Day 2 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Large Group p. 43 Investigation 3 Outdoor Experiences p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 3 Day 2 Choice Time p. 46 Investigation 5 Day 2 Choice Time p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 3 Choice Time |
| BENCHMARK | SCI.3. | Students understand the basic concepts and principles of physical science. |
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Balls Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Choice Time p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Choice Time p. 32 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 34 Investigation 1 Day 3 Large Group p. 35 Investigation 1 Day 3 Large Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup |

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| | | p. 38 Investigation 2 Day 2 Large Group |
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| | | p. 39 Investigation 2 Day 2 Large-Group Roundup |
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| | | p. 40 Investigation 2 Day 3 Choice Time |
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| | | p. 41 Investigation 2 Day 3 Large-Group Roundup |
| | | p. 43 Investigation 3 Outdoor Experiences |
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| | | p. 45 Investigation 3 Day 1 Choice Time |
| | | p. 45 Investigation 3 Day 1 Small Group |
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| | | p. 53 Investigation 4 Day 2 Choice Time |
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| | | p. 57 Investigation 4 Day 4 Small Group |
| | | p. 58 Investigation 4 Day 5 Large Group |
| | | p. 59 Investigation 4 Day 5 Choice Time |
| | | p. 59 Investigation 4 Day 5 Small Group |
| | | p. 61 Investigation 5 Outdoor Experiences |
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| | | p. 62 Investigation 5 Day 1 Large Group |
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| | | p. 64 Investigation 5 Day 2 Choice Time |
| | | p. 64 Investigation 5 Day 2 Large Group |
| | | p. 65 Investigation 5 Day 2 Large Group p. 65 Investigation 5 Day 2 Large-Group Roundup |
| | | p. 66 Investigation 5 Day 2 Large Group |
| | | p. 67 Investigation 5 Day 3 Choice Time |
| | | p. 69 Investigation 5 Day 4 Choice Time |
| | | p. 69 Investigation 5 Day 4 Choice Time |
| | | p. 69 Investigation 5 Day 4 Earge-Group Roundup |
| | | p. 70 Investigation 5 Day 4 Small Group |
| | | p. 84 Celebrating Learning Day 1 Choice Time |
| | | p. 86 Celebrating Learning Day 2 Choice Time |
| | | p.47 Investigation 3 Day 2 Large-Group Roundup |
| | | |
| | | p.53 Investigation 4 Day 2 Small Group |
| | | p.67 Investigation 5 Day 3 Large-Group Roundup |
| | | p.70 Investigation 5 Day 5 Choice Time |
| INDICATOR | SCI.3.2. | Observe and describe the physical properties of materials (e.g., |
| | | liquids or solids found in the everyday environment). |
| | | |
| | | Balls Study |
| | | p. 14 Exploring the Topic Day 1 Large Group |
| | | p. 16 Exploring the Topic Day 2 Choice Time |
| | | p. 18 Exploring the Topic Day 3 Choice Time |
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| | | p. 20 Exploring the Topic Day 4 Choice Time |
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| | | p. 31 Investigation 1 Day 2 Choice Time |
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| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Large-Group Roundup |
| | | p. 36 Investigation 2 Day 1 Choice Time |
| | | p. 37 Investigation 2 Day 1 Small Group |
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| | | p. 39 Investigation 2 Day 2 Large-Group Roundup |
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| | | p. 45 Investigation 3 Day 1 Choice Time |

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| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, community, and family life. Balls Study p. 52 Investigation 4 Day 2 Large Group p. 83 Celebrating Learning Outdoor Experience |

Beginning the Year State: North Dakota Pre-Kindergarten Content Standards

Subject: Early Childhood Education Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
|----------------------------|----------|--|
| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 25 Focus Question 1 Day 5 Read-Aloud p. 27 Focus Question 2 Outdoor Experiences p. 28 Focus Question 2 Day 1 Large Group p. 29 Focus Question 2 Day 1 Read-Aloud p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 32 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 2 Day 3 Read-Aloud p. 38 Focus Question 3 Day 2 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 72 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Small Group p. 74 Focus Question 6 Day 5 Large Group p. 75 Focus Question 6 Day 5 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud p. 83 Ministudy Day 5 Choice Time |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Social Competence |
| INDICATOR | SED.2.2. | Communicate with peer or adult when encountering challenges. Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Interactions with Peers and Adults |
| INDICATOR | SED.2.7. | Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect). |

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| | | Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 1 Read-Aloud p. 41 Focus Question 3 Day 4 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day 8 Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 51 Focus Question 4 Day 2 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 1 Read-Aloud p. 61 Focus Question 5 Day 2 Read-Aloud p. 63 Focus Question 6 Day 2 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 2 Read-Aloud p. 72 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 4 Read-Aloud p. 74 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 6 Read-Aloud p. 76 Focus Question 76 Day 77 Read-Aloud p. 77 Focus Question 77 Read-Aloud p. 78 Focus Question 78 Paged-Aloud p. 79 Focus Question 79 Paged-Aloud p. 71 Focus Question 79 Paged-Aloud p. 72 Focus Question 79 Paged-Aloud p. 73 Focus Question 79 Paged-Aloud p. 74 Focus Question 79 Paged-Aloud p. 75 Focus Question 79 Paged-Aloud p. 76 Focus Question 79 Paged-Aloud p. 77 Focus Question 79 Paged-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 89 Ministudy Day 3 Read-Aloud p. 89 Ministudy Day 4 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Read-Aloud |
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| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
| BENCHMARK | APL.1. | Students demonstrate habits of mind and dispositions important to learning. |
| GRADE LEVEL EXPECTATION | | Engagement and Persistence |
| INDICATOR | APL.1.5. | Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem. Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group p. 53 Focus Question 4 Day 3 Small Group p. 66 Focus Question 6 Day 1 Large Group p. 74 Focus Question 6 Day 5 Large Group p. 85 Ministudy Day 3 Small Group |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Imagination, Invention, and Creativity |
| INDICATOR | APL.2.3. | Engage in cooperative activities. Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 21 Focus Question 1 Day 3 Read-Aloud p. 23 Focus Question 1 Day 4 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 31 Focus Question 2 Day 2 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud |

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| | | p. 89 Ministudy Day 5 Read-Aloud |
| | | p. 69 Willistudy Day 5 Read-Aloud |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and |
| | | cognitive processes. |
| GRADE LEVEL | | Pretend play |
| EXPECTATION | | |
| INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy |
| | | situations. |
| | | ortaniono. |
| | | Beginning the Year |
| | | p. 16 Focus Question 1 Day 1 Large Group |
| | | p. 17 Focus Question 1 Day 1 Mighty Minutes |
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| | | p. 21 Focus Question 1 Day 3 Mighty Minutes |
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| | | p. 24 Focus Question 1 Day 5 Large Group |
| | | p. 25 Focus Question 1 Day 5 Mighty Minutes |
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| | | p. 49 Focus Question 4 Day 1 Mighty Minutes |
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| | | p. 73 Focus Question 6 Day 4 Mighty Minutes |
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| | | p. 85 Ministudy Day 3 Small Group |
| | | p. 87 Ministudy Day 4 Mighty Minutes |
| | | p. 89 Ministudy Day 5 Mighty Minutes |
| INDICATOR | APL.2.6. | Engages in elaborate sustained imagined play and can distinguish |
| | | between real life and fantasy. Beginning the Year |
| | | p. 16 Focus Question 1 Day 1 Large Group |
| | | p. 17 Focus Question 1 Day 1 Mighty Minutes |
| | | p. 19 Focus Question 1 Day 2 Mighty Minutes |
| | | p. 20 Focus Question 1 Day 3 Large Group |
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| | | p. 22 Focus Question 1 Day 4 Large Group |
| | | p. 23 Focus Question 1 Day 4 Mighty Minutes |
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| | | p. 25 Focus Question 1 Day 5 Mighty Minutes |
| | | p. 29 Focus Question 2 Day 1 Mighty Minutes |
| | | p. 30 Focus Question 2 Day 2 Large Group |
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| | | p. 38 Focus Question 3 Day 2 Large Group |
| | | p. 39 Focus Question 3 Day 2 Large-Group Roundup |
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| | | p. 43 Focus Question 3 Day 4 Mighty Minutes |
| | | p. 45 Focus Question 3 Day 5 Mighty Minutes |
| | | p. 49 Focus Question 4 Day 1 Mighty Minutes |
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| | | p. 87 Ministudy Day 4 Mighty Minutes |
| | | p. 89 Ministudy Day 5 Mighty Minutes |
| | | |
| CONTENT STANDARD | ND.PD. | Physical Development |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed |
| | | to perform a variety of physical activities. |
| GRADE LEVEL | | Movement Skills |
| EXPECTATION | | MOACHICH OVIII2 |
| EXPECTATION | | |

| INDICATOR | PD.1.1. | Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment). Beginning the Year p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group |
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| INDICATOR | PD.1.2. | Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Control in Movement |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). Beginning the Year p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 57 Focus Question 5 Day 1 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group |
| INDICATOR | PD.1.4. | Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam). Beginning the Year p. 57 Focus Question 5 Day 1 Choice Time |
| INDICATOR | PD.1.5. | Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring). Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group |
| INDICATOR | PD.1.6. | Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils). Beginning the Year |

| | | p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group |
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| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| INDICATOR | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. Beginning the Year |
| | | p. 23 Focus Question 1 Day 4 Mighty Minutes p. 35 Focus Question 3 Outdoor Experiences p. 57 Focus Question 5 Day 1 Choice Time p. 58 Focus Question 5 Day 2 Large Group |
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| BENCHMARK | PD.4. | Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness. |
| GRADE LEVEL EXPECTATION | | Physiological Response to Physical Activity |
| INDICATOR | PD.4.2. | Exhibit control, strength, and dexterity in hand muscles. |
| | | Beginning the Year p. 32 Focus Question 2 Day 3 Choice Time p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group p. 41 Focus Question 3 Day 3 Mighty Minutes p. 79 Ministudy Outdoor Experiences p. 81 Ministudy Day 1 Mighty Minutes p. 83 Ministudy Day 2 Small Group |
| CONTENT STANDARD | ND.H. | Health |
| BENCHMARK | H.1. | Students understand the fundamental concepts of growth and development. |
| GRADE LEVEL EXPECTATION | | Body Systems |
| INDICATOR | H.1.2. | Identify the functions of basic body parts and systems (e.g., mouth is used to eat and talk). Beginning the Year |
| | | p. 24 Focus Question 1 Day 5 Choice Time |
| BENCHMARK | H.2. | Students understand concepts related to the promotion of health and the prevention of disease. |
| GRADE LEVEL EXPECTATION | | Personal Health |
| INDICATOR | H.2.1. | Develop awareness of behaviors that promote health and well-being (e.g., eating nutritious foods, sufficient rest, avoidance of unhealthy substances). |
| | | Beginning the Year p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group |
| BENCHMARK | H.4. | Students demonstrate the ability to use decision making and goal |

| | | setting skills to enhance health. |
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| GRADE LEVEL EXPECTATION | | Goal Setting |
| INDICATOR | H.4.1. | Exhibit knowledge about foods and nutrition (e.g., foods that are healthy or unhealthy). Beginning the Year p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group |
| INDICATOR | H.4.2. | Make healthy choices (e.g., eats veggies and fruits) and engage in healthy practices (e.g., routines for personal hygiene). Beginning the Year p. 39 Focus Question 3 Day 2 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 63 Focus Question 5 Day 4 Small Group |
| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |
| GRADE LEVEL EXPECTATION | | Movement Elements |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. Beginning the Year p. 35 Focus Question 3 Outdoor Experiences |
| BENCHMARK | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 17 Focus Question 1 Day 2 Mighty Minutes p. 19 Focus Question 1 Day 2 Mighty Minutes p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Mighty Minutes p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 24 Focus Question 1 Day 5 Mighty Minutes p. 25 Focus Question 1 Day 5 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 29 Focus Question 2 Day 1 Mighty Minutes p. 30 Focus Question 2 Day 1 Large Group p. 36 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 38 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 2 Large Group p. 39 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 42 Focus Question 3 Day 4 Large Group p. 43 Focus Question 3 Day 5 Mighty Minutes p. 45 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 1 Mighty Minutes p. 49 Focus Question 4 Day 2 Mighty Minutes p. 51 Focus Question 4 Day 2 Small Group p. 51 Focus Question 4 Day 2 Small Group p. 52 Focus Question 4 Day 3 Mighty Minutes p. 55 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 4 Large Group p. 59 Focus Question 5 Day 4 Large Group p. 59 Focus Question 5 Day 4 Large Group p. 59 Focus Question 5 Day 4 Large Group p. 59 Focus Question 5 Day 4 Large Group p. 59 Focus Question 5 Day 4 Large Group p. 59 Focus Question 5 Day 4 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 Large Group p. 66 Focus Question 6 Day 1 |

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| | | |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL | | Singing |
| EXPECTATION | | |
| INDICATOR | ART.3.1. | Sing to music. |
| | | |
| | | Beginning the Year |
| | | p. 16 Focus Question 1 Day 1 Large Group |
| | | p. 17 Focus Question 1 Day 1 Mighty Minutes |
| | | p. 18 Focus Question 1 Day 2 Large Group |
| | | p. 19 Focus Question 1 Day 2 Mighty Minutes |
| | | p. 20 Focus Question 1 Day 3 Large Group |
| | | p. 21 Focus Question 1 Day 3 Mighty Minutes |
| | | p. 22 Focus Question 1 Day 4 Large Group |
| | | p. 24 Focus Question 1 Day 5 Large Group |
| | | p. 25 Focus Question 1 Day 5 Mighty Minutes |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 30 Focus Question 2 Day 2 Large Group |
| | | p. 32 Focus Question 2 Day 3 Large Group p. 36 Focus Question 3 Day 1 Large Group |
| | | p. 37 Focus Question 3 Day 1 Mighty Minutes |
| | | p. 38 Focus Question 3 Day 2 Large Group |
| | | p. 39 Focus Question 3 Day 2 Mighty Minutes |
| | | p. 40 Focus Question 3 Day 2 Inighty Minutes |
| | | p. 41 Focus Question 3 Day 3 Large-Group Roundup |
| | | p. 42 Focus Question 3 Day 4 Large Group |
| | | p. 44 Focus Question 3 Day 5 Large Group |
| | | p. 48 Focus Question 4 Day 1 Large Group |
| | | p. 49 Focus Question 4 Day 1 Choice Time |
| | | p. 49 Focus Question 4 Day 1 Mighty Minutes |
| | | p. 50 Focus Question 4 Day 2 Large Group |
| | | p. 52 Focus Question 4 Day 3 Large Group |
| | | p. 53 Focus Question 4 Day 3 Mighty Minutes |
| | | p. 55 Focus Question 5 Outdoor Experiences |
| | | p. 56 Focus Question 5 Day 1 Large Group |
| | | p. 58 Focus Question 5 Day 2 Large Group |
| | | p. 59 Focus Question 5 Day 2 Mighty Minutes |
| | | p. 59 Focus Question 5 Day 2 Read-Aloud |
| | | p. 60 Focus Question 5 Day 3 Large Group |
| | | p. 62 Focus Question 5 Day 4 Large Group |
| | | p. 63 Focus Question 5 Day 4 Mighty Minutes |
| | | p. 63 Focus Question 5 Day 4 Read-Aloud |
| | | p. 65 Focus Question 6 Outdoor Experiences |
| | | p. 66 Focus Question 6 Day 1 Large Group |
| | | p. 67 Focus Question 6 Day 1 Mighty Minutes |
| | | p. 68 Focus Question 6 Day 2 Large Group |
| | | p. 70 Focus Question 6 Day 3 Large Group |
| | | p. 71 Focus Question 6 Day 3 Mighty Minutes |
| | | p. 72 Focus Question 6 Day 4 Large Group |
| | | p. 74 Focus Question 6 Day 5 Large Group |

| BENCHMARK GRADE LEVEL EXPECTATION INDICATOR BENCHMARK | ART.3. ART.3.3. | p. 75 Focus Question 6 Day 5 Small Group p. 80 Ministudy Day 1 Large Group p. 82 Ministudy Day 2 Large Group p. 84 Ministudy Day 3 Large Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 4 Large Group p. 88 Ministudy Day 5 Large Group Students engage with music. Listening Listen to music with attention. Beginning the Year p. 35 Focus Question 3 Outdoor Experiences Students engage in visual arts. |
|---|-----------------|---|
| GRADE LEVEL | ANT.4. | Visual Art Media, Techniques, and Processes |
| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group p. 21 Focus Question 1 Day 3 Large-Group p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group p. 25 Focus Question 1 Day 5 Large-Group p. 27 Focus Question 1 Day 5 Large-Group p. 30 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Large-Group Roundup p. 53 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 6 Day 2 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 4 Large Group p. 85 Ministudy Day 4 Large-Group Roundup p. 86 Ministudy Day 4 Large-Group p. 87 Ministudy Day 4 Large-Group p. 87 Ministudy Day 4 Large-Group p. 88 Ministudy Day 4 Large-Group p. 87 Ministudy Day 4 Large-Group p. 88 Ministudy Day 4 Large-Group p. 88 Ministudy Day 4 Large-Group p. 87 Ministudy Day 4 Large-Group Roundup |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| INDICATOR | ART.4.2. | Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large Group p. 21 Focus Question 1 Day 3 Choice Time |

| | | p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large Group p. 23 Focus Question 1 Day 4 Large-Group Roundup p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large Group p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Outdoor Experiences p. 30 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 3 Day 5 Large-Group Roundup p. 61 Focus Question 4 Day 23 Large-Group Roundup p. 67 Focus Question 5 Day 3 Large-Group Roundup p. 69 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 4 Large Group p. 86 Ministudy Day 4 Large Group p. 87 Ministudy Day 4 Large-Group Roundup |
|----------------------------|----------|---|
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Connections |
| INDICATOR | ART.4.3. | Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations. Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 18 Focus Question 1 Day 2 Large Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 3 Large-Group Roundup p. 20 Focus Question 1 Day 3 Large-Group Roundup p. 21 Focus Question 1 Day 3 Large-Group Roundup p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Choice Time p. 22 Focus Question 1 Day 4 Large-Group Roundup p. 23 Focus Question 1 Day 4 Large-Group p. 24 Focus Question 1 Day 5 Choice Time p. 24 Focus Question 1 Day 5 Large-Group Roundup p. 25 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 1 Day 5 Large-Group Roundup p. 27 Focus Question 2 Day 2 Large Group p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 61 Focus Question 6 Day 1 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 70 Focus Question 6 Day 3 Large-Group p. 71 Focus Question 6 Day 3 Large-Group p. 72 Focus Question 6 Day 3 Read-Aloud p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Read-Aloud p. 86 Ministudy Day 4 Large-Group Roundup |
| CONTENT STANDARD | ND. LL. | Language and Literacy |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Key Ideas and Details |
| INDICATOR | LL.1.1. | Recall and retell information from a book with attention to the main events or major ideas. |

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| | | Desiration the Vern |
| | | Beginning the Year |
| | | p. 17 Focus Question 1 Day 1 Read-Aloud |
| | | p. 19 Focus Question 1 Day 2 Read-Aloud p. 20 Focus Question 1 Day 3 Large Group |
| | | p. 21 Focus Question 1 Day 3 Read-Aloud |
| | | p. 21 Focus Question 1 Day 3 Small Group |
| | | p. 23 Focus Question 1 Day 4 Read-Aloud |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud |
| | | p. 31 Focus Question 2 Day 2 Read-Aloud |
| | | p. 33 Focus Question 2 Day 3 Read-Aloud |
| | | p. 37 Focus Question 3 Day 1 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Small Group |
| | | p. 41 Focus Question 3 Day 3 Read-Aloud |
| | | p. 43 Focus Question 3 Day 4 Read-Aloud |
| | | p. 44 Focus Question 3 Day 5 Choice Time |
| | | p. 44 Focus Question 3 Day 5 Large Group |
| | | p. 45 Focus Question 3 Day Read-Aloud |
| | | p. 49 Focus Question 4 Day 1 Read-Aloud |
| | | p. 51 Focus Question 4 Day 2 Read-Aloud |
| | | p. 52 Focus Question 4 Day 3 Large Group |
| | | p. 53 Focus Question 4 Day 23 Large-Group Roundup |
| | | p. 53 Focus Question 4 Day 3 Read-Aloud |
| | | p. 56 Focus Question 5 Day 1 Large Group |
| | | p. 57 Focus Question 5 Day 1 Read-Aloud |
| | | p. 59 Focus Question 5 Day 2 Read-Aloud |
| | | p. 61 Focus Question 5 Day 3 Read-Aloud |
| | | p. 62 Focus Question 5 Day 4 Large Group |
| | | p. 63 Focus Question 5 Day 4 Read-Aloud |
| | | p. 63 Focus Question 5 Day 4 Small Group |
| | | p. 67 Focus Question 6 Day 1 Read-Aloud |
| | | p. 68 Focus Question 6 Day 2 Large Group |
| | | p. 69 Focus Question 6 Day 2 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 72 Focus Question 6 Day 4 Choice Time |
| | | p. 72 Focus Question 6 Day 4 Choice Time |
| | | p. 73 Focus Question 6 Day 4 Read-Aloud |
| | | p. 75 Focus Question 6 Day 5 Read-Aloud |
| | | p. 81 Ministudy Day 1 Read-Aloud |
| | | p. 83 Ministudy Day 2 Read-Aloud |
| | | p. 85 Ministudy Day 3 Read-Aloud |
| | | p. 85 Ministudy Day 3 Small Group |
| | | p. 87 Ministudy Day 4 Read-Aloud |
| | | p. 87 Ministudy Day 4 Small Group |
| | | p. 89 Ministudy Day 5 Read-Aloud |
| | | p. 89 Ministudy Day 5 Small Group |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate |
| INDIOATOR | LL.1.2. | to personal experiences). |
| | | to porconal experiences). |
| | | Beginning the Year |
| | | p. 17 Focus Question 1 Day 1 Read-Aloud |
| | | p. 19 Focus Question 1 Day 2 Read-Aloud |
| | | p. 20 Focus Question 1 Day 3 Large Group |
| | | p. 21 Focus Question 1 Day 3 Read-Aloud |
| | | p. 21 Focus Question 1 Day 3 Small Group |
| | | p. 23 Focus Question 1 Day 4 Read-Aloud |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud |
| | | p. 31 Focus Question 2 Day 2 Read-Aloud |
| | | p. 33 Focus Question 2 Day 3 Read-Aloud |
| | | p. 37 Focus Question 3 Day 1 Read-Aloud |

| BENCHMARK | LL.1. | p. 39 Focus Question 3 Day 2 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time p. 44 Focus Question 3 Day 5 Large Group p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 49 Focus Question 4 Day 2 Read-Aloud p. 51 Focus Question 4 Day 3 Large Group p. 53 Focus Question 4 Day 3 Read-Aloud p. 56 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Large Group p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 4 Large Group p. 62 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 5 Day 4 Read-Aloud p. 63 Focus Question 6 Day 1 Read-Aloud p. 66 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 68 Focus Question 6 Day 1 Read-Aloud p. 70 Focus Question 6 Day 3 Large Group p. 71 Focus Question 6 Day 3 Large Group p. 72 Focus Question 6 Day 3 Read-Aloud p. 73 Focus Question 6 Day 3 Read-Aloud p. 74 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 4 Read-Aloud p. 77 Focus Question 6 Day 4 Read-Aloud p. 78 Focus Question 6 Day 5 Read-Aloud p. 79 Focus Question 6 Day 6 Read-Aloud p. 70 Focus Question 6 Day 7 Read-Aloud p. 71 Focus Question 6 Day 7 Read-Aloud p. 72 Focus Question 6 Day 8 Read-Aloud p. 73 Focus Question 6 Day 9 Read-Aloud p. 74 Focus Question 6 Day 9 Read-Aloud p. 75 Focus Question 6 Day 9 Read-Aloud p. 76 Focus Question 6 Day 9 Read-Aloud p. 77 Focus Question 6 Day 9 Read-Aloud p. 85 Ministudy Day 1 Read-Aloud p. 85 Ministudy Day 3 Read-Aloud p. 87 Ministudy Day 4 Read-Aloud p. 88 Ministudy Day 5 Read-Aloud p. 89 Ministudy Day 5 Sead-Aloud p. 89 Ministudy Day 5 Sead-Aloud p. 89 Ministudy Day 5 Small Group p. 89 Ministudy Day 5 Small Group |
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| GRADE LEVEL | | Craft and Structure |
| EXPECTATION | 11.4.2 | Very that had a good other reading materials have titled such are |
| INDICATOR | LL.1.3. | Know that books and other reading materials have titles, authors, and often, illustrators. Beginning the Year p. 17 Focus Question 1 Day 1 Read-Aloud p. 19 Focus Question 1 Day 2 Read-Aloud p. 25 Focus Question 1 Day 5 Read-Aloud p. 29 Focus Question 2 Day 1 Read-Aloud p. 37 Focus Question 2 Day 3 Read-Aloud p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Read-Aloud p. 41 Focus Question 3 Day 2 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud |
| | | p. 81 Ministudy Day 1 Read-Aloud p. 83 Ministudy Day 2 Read-Aloud |
| BENCHMARK | LL.1. | |

| EXPECTATION | | |
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| INDICATOR | LL.1.5. | Understand that illustrations and pictures convey meaning. |
| | | , , , , , , , , , , , , , , , , , , , |
| | | Beginning the Year |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud p. 33 Focus Question 2 Day 3 Read-Aloud |
| | | p. 37 Focus Question 3 Day 1 Read-Aloud |
| | | p. 41 Focus Question 3 Day 3 Read-Aloud |
| | | p. 43 Focus Question 3 Day 4 Read-Aloud |
| | | p. 43 Focus Question 3 Day 4 Small Group |
| | | p. 45 Focus Question 3 Day Read-Aloud |
| | | p. 45 Focus Question 3 Day 5 Small Group |
| | | p. 47 Focus Question 4 Outdoor Experiences |
| | | p. 49 Focus Question 4 Day 1 Small Group p. 51 Focus Question 4 Day 2 Read-Aloud |
| | | p. 51 Focus Question 4 Day 2 Small Groupp51 |
| | | p. 57 Focus Question 5 Day 1 Read-Aloud |
| | | p. 61 Focus Question 5 Day 3 Read-Aloud |
| | | p. 67 Focus Question 6 Day 1 Read-Aloud |
| | | p. 69 Focus Question 6 Day 2 Read-Aloud |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 75 Focus Question 6 Day 5 Read-Aloud |
| | | p. 83 Ministudy Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Range of Reading and Level of Text Complexity |
| INDICATOR | LL.1.6. | Know that reading is valuable and enjoyable. |
| | | Beginning the Year |
| | | p. 17 Focus Question 1 Day 1 Read-Aloud |
| | | p. 19 Focus Question 1 Day 2 Read-Aloud |
| | | p. 20 Focus Question 1 Day 3 Large Group |
| | | p. 21 Focus Question 1 Day 3 Read-Aloud |
| | | p. 21 Focus Question 1 Day 3 Small Group p. 23 Focus Question 1 Day 4 Read-Aloud |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud |
| | | p. 31 Focus Question 2 Day 2 Read-Aloud |
| | | p. 33 Focus Question 2 Day 3 Read-Aloud |
| | | p. 37 Focus Question 3 Day 1 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Small Group |
| | | p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud |
| | | p. 44 Focus Question 3 Day 5 Choice Time |
| | | p. 44 Focus Question 3 Day 5 Large Group |
| | | p. 45 Focus Question 3 Day Read-Aloud |
| | | p. 49 Focus Question 4 Day 1 Read-Aloud |
| | | p. 51 Focus Question 4 Day 2 Read-Aloud |
| | | p. 52 Focus Question 4 Day 3 Large Group |
| | | p. 53 Focus Question 4 Day 3 Read-Aloud |
| | | p. 56 Focus Question 5 Day 1 Large Group |
| | | p. 57 Focus Question 5 Day 1 Read-Aloud |
| | | p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud |
| | | p. 62 Focus Question 5 Day 4 Large Group |
| | | p. 63 Focus Question 5 Day 4 Read-Aloud |
| | | p. 63 Focus Question 5 Day 4 Small Group |
| | | p. 67 Focus Question 6 Day 1 Read-Aloud |
| | | p. 68 Focus Question 6 Day 2 Large Group |
| | | p. 69 Focus Question 6 Day 2 Read-Aloud |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |

| | | p. 72 Focus Question 6 Day 4 Choice Time |
|-----------|----------|--|
| | | p. 72 Focus Question 6 Day 4 Large Group |
| | | p. 73 Focus Question 6 Day 4 Read-Aloud |
| | | p. 75 Focus Question 6 Day 5 Read-Aloud |
| | | p. 81 Ministudy Day 1 Read-Aloud |
| | | p. 83 Ministudy Day 2 Read-Aloud |
| | | p. 85 Ministudy Day 3 Read-Aloud |
| | | p. 85 Ministudy Day 3 Small Group |
| | | p. 87 Ministudy Day 4 Read-Aloud |
| | | p. 87 Ministudy Day 4 Small Group |
| | | p. 89 Ministudy Day 5 Read-Aloud |
| | | p. 89 Ministudy Day 5 Small Group |
| INDICATOR | LL.1.7. | Participate in group reading activities and listen to a variety of |
| | | literature (e.g., stories, poetry, drama, rhymes, songs) and |
| | | informational texts (e.g., books about real people and places, |
| | | procedures, letters). |
| | | , |
| | | Beginning the Year |
| | | p. 17 Focus Question 1 Day 1 Read-Aloud |
| | | p. 19 Focus Question 1 Day 2 Read-Aloud |
| | | p. 20 Focus Question 1 Day 3 Large Group |
| | | p. 21 Focus Question 1 Day 3 Read-Aloud |
| | | p. 21 Focus Question 1 Day 3 Small Group |
| | | p. 23 Focus Question 1 Day 4 Read-Aloud |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud |
| | | p. 31 Focus Question 2 Day 2 Read-Aloud |
| | | p. 33 Focus Question 2 Day 3 Read-Aloud |
| | | p. 37 Focus Question 3 Day 1 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Small Group |
| | | p. 41 Focus Question 3 Day 3 Read-Aloud |
| | | p. 43 Focus Question 3 Day 4 Read-Aloud |
| | | p. 44 Focus Question 3 Day 5 Choice Time |
| | | p. 44 Focus Question 3 Day 5 Large Group |
| | | p. 45 Focus Question 3 Day Read-Aloud |
| | | p. 49 Focus Question 4 Day 1 Read-Aloud |
| | | p. 51 Focus Question 4 Day 2 Read-Aloud |
| | | p. 52 Focus Question 4 Day 3 Large Group |
| | | p. 53 Focus Question 4 Day 3 Read-Aloud |
| | | p. 55 Focus Question 5 Outdoor Experiences |
| | | p. 56 Focus Question 5 Day 1 Large Group |
| | | p. 57 Focus Question 5 Day 1 Read-Aloud |
| | | p. 59 Focus Question 5 Day 2 Read-Aloud |
| | | p. 61 Focus Question 5 Day 3 Read-Aloud |
| | | p. 62 Focus Question 5 Day 4 Large Group |
| | | p. 63 Focus Question 5 Day 4 Read-Aloud |
| | | p. 63 Focus Question 5 Day 4 Small Group |
| | | p. 65 Focus Question 6 Outdoor Experiences |
| | | p. 67 Focus Question 6 Day 1 Read-Aloud |
| | | p. 68 Focus Question 6 Day 2 Large Group |
| | | p. 69 Focus Question 6 Day 2 Mighty Minutes |
| | | p. 69 Focus Question 6 Day 2 Read-Aloud |
| | | p. 70 Focus Question 6 Day 3 Large Group |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 72 Focus Question 6 Day 4 Choice Time |
| | | p. 72 Focus Question 6 Day 4 Large Group |
| | | p. 73 Focus Question 6 Day 4 Read-Aloud |
| | | p. 75 Focus Question 6 Day 5 Mighty Minutes |
| | | p. 75 Focus Question 6 Day 5 Read-Aloud |
| | | p. 81 Ministudy Day 1 Read-Aloud |
| | | p. 83 Ministudy Day 2 Read-Aloud |
| | | p. 85 Ministudy Day 3 Read-Aloud |
| | <u> </u> | p. 85 Ministudy Day 3 Small Group |

| | 11 | |
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| | | p. 87 Ministudy Day 4 Read-Aloud |
| | | p. 87 Ministudy Day 4 Small Group |
| | | p. 89 Ministudy Day 5 Read-Aloud |
| | | p. 89 Ministudy Day 5 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL | | Print Concepts |
| EXPECTATION | | |
| INDICATOR | LL.2.1. | Know that print conveys meaning. |
| | | |
| | | Beginning the Year |
| | | p. 17 Focus Question 1 Day 1 Read-Aloud |
| | | p. 19 Focus Question 1 Day 2 Read-Aloud |
| | | p. 20 Focus Question 1 Day 3 Large Group |
| | | p. 21 Focus Question 1 Day 3 Read-Aloud p. 21 Focus Question 1 Day 3 Small Group |
| | | p. 23 Focus Question 1 Day 4 Read-Aloud |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud |
| | | p. 31 Focus Question 2 Day 2 Read-Aloud |
| | | p. 33 Focus Question 2 Day 3 Read-Aloud |
| | | p. 37 Focus Question 3 Day 1 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Read-Aloud |
| | | p. 39 Focus Question 3 Day 2 Small Group |
| | | p. 41 Focus Question 3 Day 3 Read-Aloud |
| | | p. 43 Focus Question 3 Day 4 Read-Aloud p. 44 Focus Question 3 Day 5 Choice Time |
| | | p. 44 Focus Question 3 Day 5 Choice Time |
| | | p. 45 Focus Question 3 Day Read-Aloud |
| | | p. 49 Focus Question 4 Day 1 Read-Aloud |
| | | p. 51 Focus Question 4 Day 2 Read-Aloud |
| | | p. 52 Focus Question 4 Day 3 Large Group |
| | | p. 53 Focus Question 4 Day 3 Read-Aloud |
| | | p. 56 Focus Question 5 Day 1 Large Group |
| | | p. 57 Focus Question 5 Day 1 Read-Aloud |
| | | p. 59 Focus Question 5 Day 2 Read-Aloud |
| | | p. 61 Focus Question 5 Day 3 Read-Aloud |
| | | p. 62 Focus Question 5 Day 4 Large Group p. 63 Focus Question 5 Day 4 Read-Aloud |
| | | p. 63 Focus Question 5 Day 4 Read-Aloud |
| | | p. 67 Focus Question 6 Day 1 Read-Aloud |
| | | p. 68 Focus Question 6 Day 2 Large Group |
| | | p. 69 Focus Question 6 Day 2 Read-Aloud |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 72 Focus Question 6 Day 4 Choice Time |
| | | p. 72 Focus Question 6 Day 4 Large Group |
| | | p. 73 Focus Question 6 Day 4 Read-Aloud |
| | | p. 75 Focus Question 6 Day 5 Read-Aloud p. 81 Ministudy Day 1 Read-Aloud |
| | | p. 83 Ministudy Day 2 Read-Aloud |
| | | p. 85 Ministudy Day 3 Read-Aloud |
| | | p. 85 Ministudy Day 3 Small Group |
| | | p. 87 Ministudy Day 4 Read-Aloud |
| | | p. 87 Ministudy Day 4 Small Group |
| | | p. 89 Ministudy Day 5 Read-Aloud |
| | | p. 89 Ministudy Day 5 Small Group |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of |
| | | books. |
| | | |
| | | Beginning the Year |
| | | p. 17 Focus Question 1 Day 1 Read-Aloud |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud |
| |] | p. 33 Focus Question 2 Day 3 Read-Aloud |

| | | p. 37 Focus Question 3 Day 1 Read-Aloud p. 39 Focus Question 3 Day 2 Small Group p. 41 Focus Question 3 Day 3 Read-Aloud p. 43 Focus Question 3 Day 4 Read-Aloud p. 45 Focus Question 3 Day Read-Aloud p. 49 Focus Question 4 Day 1 Read-Aloud p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 53 Focus Question 4 Day 3 Read-Aloud p. 57 Focus Question 5 Day 1 Read-Aloud p. 57 Focus Question 5 Day 2 Read-Aloud p. 59 Focus Question 5 Day 2 Read-Aloud p. 61 Focus Question 5 Day 3 Read-Aloud p. 63 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Read-Aloud p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Read-Aloud p. 75 Focus Question 6 Day 5 Read-Aloud p. 76 Focus Question 6 Day 5 Read-Aloud p. 77 Focus Question 6 Day 5 Read-Aloud p. 78 Ministudy Day 1 Read-Aloud p. 81 Ministudy Day 2 Read-Aloud |
|----------------------------|---------|---|
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case forms. |
| | | Beginning the Year p. 20 Focus Question 1 Day 3 Large Group p. 23 Focus Question 1 Day 4 Mighty Minutes p. 30 Focus Question 2 Day 2 Large Group p. 41 Focus Question 3 Day 3 Small Group p. 51 Focus Question 4 Day 2 Mighty Minutes p. 53 Focus Question 4 Day 23 Large-Group Roundup p. 56 Focus Question 5 Day 1 Large Group p. 58 Focus Question 5 Day 2 Large Group p. 59 Focus Question 5 Day 2 Mighty Minutes p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Mighty Minutes p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 2 Large Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 73 Focus Question 6 Day 4 Mighty Minutes p. 74 Focus Question 6 Day 4 Mighty Minutes p. 75 Focus Question 6 Day 75 Small Group p. 77 Focus Question 6 Day 75 Small Group p. 78 Focus Question 6 Day 95 Mighty Minutes p. 80 Ministudy Day 1 Small Group p. 81 Ministudy Day 5 Mighty Minutes |
| INDICATOR | LL.2.4. | Understand that the sounds of language are represented in print by letters and words. Beginning the Year p. 41 Focus Question 3 Day 3 Small Group p. 43 Focus Question 3 Day 4 Large-Group Roundup |
| | | p. 43 Focus Question 3 Day 4 Large-Group Roundup p. 59 Focus Question 5 Day 2 Small Group p. 61 Focus Question 5 Day 3 Small Group p. 67 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 71 Focus Question 6 Day 3 Read-Aloud p. 71 Focus Question 6 Day 3 Small Group p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonological Awareness |

| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. |
|-------------------------|---------|---|
| | | Beginning the Year |
| | | p. 20 Focus Question 1 Day 3 Large Group |
| | | p. 21 Focus Question 1 Day 3 Mighty Minutes |
| | | p. 57 Focus Question 5 Day 1 Mighty Minutes |
| | | p. 70 Focus Question 6 Day 3 Large Group |
| | | p. 74 Focus Question 6 Day 5 Large Group |
| | | p. 80 Ministudy Day 1 Large Group |
| | | p. 86 Ministudy Day 4 Large Group |
| INDICATOR | LL.2.6. | Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. |
| | | Beginning the Year |
| | | p. 41 Focus Question 3 Day 3 Small Group |
| | | p. 58 Focus Question 5 Day 2 Large Group |
| | | p. 60 Focus Question 5 Day 3 Large Group |
| | | p. 74 Focus Question 6 Day 5 Large Group |
| | | p. 81 Ministudy Day 1 Small Group |
| | | p. 83 Ministudy Day 2 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonics and Word Recognition |
| INDICATOR | LL.2.7. | Know that each letter has its own sound(s) and identify some letter sounds. |
| | | Paginning the Year |
| | | Beginning the Year p. 41 Focus Question 3 Day 3 Small Group |
| | | p. 43 Focus Question 3 Day 4 Large-Group Roundup |
| | | p. 59 Focus Question 5 Day 2 Small Group |
| | | p. 61 Focus Question 5 Day 3 Small Group |
| | | p. 67 Focus Question 6 Day 1 Small Group |
| | | p. 69 Focus Question 6 Day 2 Small Group |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 71 Focus Question 6 Day 3 Small Group |
| | | p. 81 Ministudy Day 1 Small Group |
| | | p. 83 Ministudy Day 2 Small Group |
| INDICATOR | LL.2.8. | Recognize familiar print in the environment (e.g., traffic signs, store logos, own name). |
| | | Paginning the Veer |
| | | Beginning the Year p. 23 Focus Question 1 Day 4 Small Group |
| | | p. 41 Focus Question 3 Day 3 Small Group |
| DENIOLIMA DI | | |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Text Types and Purposes |
| INDICATOR | LL.3.1. | Know that writing communicates meaning and information for |
| | | different purposes. |
| | | Reginning the Vear |
| | | Beginning the Year p. 30 Focus Question 2 Day 2 Large Group |
| | 1 | |
| INDICATOR | LL.3.2. | Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes). |
| | | Beginning the Year |
| | | p. 24 Focus Question 1 Day 5 Choice Time |
| | | p. 30 Focus Question 2 Day 2 Large Group |
| | | p. 31 Focus Question 2 Day 2 Choice Time |
| | | p. 45 Focus Question 3 Day 5 Large-Group Roundup |
| | | p. 61 Focus Question 5 Day 3 Large-Group Roundup |
| | | p. 67 Focus Question 6 Day 1 Small Group |

| | 1 | |
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| | | p. 69 Focus Question 6 Day 2 Small Group |
| | | p. 70 Focus Question 6 Day 3 Large Group |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 85 Ministudy Day 3 Read-Aloud |
| | | p. 86 Ministudy Day 4 Large Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Production and Distribution of Writing |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper). |
| | | Beginning the Year p. 24 Focus Question 1 Day 5 Choice Time p. 30 Focus Question 2 Day 2 Large Group |
| | | p. 31 Focus Question 2 Day 2 Choice Time p. 45 Focus Question 3 Day 5 Large-Group Roundup |
| | | p. 61 Focus Question 5 Day 3 Large-Group Roundup p. 67 Focus Question 6 Day 1 Small Group |
| | | p. 69 Focus Question 6 Day 1 Small Group |
| | | p. 70 Focus Question 6 Day 3 Large Group |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 85 Ministudy Day 3 Read-Aloud |
| | | p. 86 Ministudy Day 4 Large Group |
| INDICATOR | LL.3.4. | Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas. |
| | | Beginning the Year |
| | | p. 24 Focus Question 1 Day 5 Choice Time |
| | | p. 30 Focus Question 2 Day 2 Large Group |
| | | p. 31 Focus Question 2 Day 2 Choice Time |
| | | p. 45 Focus Question 3 Day 5 Large-Group Roundup |
| | | p. 61 Focus Question 5 Day 3 Large-Group Roundup |
| | | p. 67 Focus Question 6 Day 1 Small Group |
| | | p. 69 Focus Question 6 Day 2 Small Group |
| | | p. 70 Focus Question 6 Day 3 Large Group |
| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 85 Ministudy Day 3 Read-Aloud |
| | | p. 86 Ministudy Day 4 Large Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Research to Build and Present Knowledge |
| INDICATOR | LL.3.5. | Use a variety of ways to find information and solve problems. |
| | | Beginning the Year p. 21 Focus Question 1 Day 3 Small Group |
| | | p. 29 Focus Question 2 Day 1 Choice Time |
| | | p. 38 Focus Question 3 Day 2 Large Group |
| | | p. 43 Focus Question 3 Day 2 Large Group p. 43 Focus Question 3 Day 4 Large-Group Roundup |
| | | p. 53 Focus Question 4 Day 3 Small Group |
| | | p. 66 Focus Question 6 Day 1 Large Group |
| | | p. 74 Focus Question 6 Day 5 Large Group |
| | | p. 85 Ministudy Day 3 Small Group |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration |
| INDICATOR | LL.4.1. | Engage in conversations. |
| | | Beginning the Year |
| | | p. 16 Focus Question 1 Day 1 Large Group |
| | | p. 17 Focus Question 1 Day 1 Choice Time |
| | | |
| | | p. 17 Focus Question 1 Day 1 Large-Group Roundup |

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p. 18 Focus Question 1 Day 2 Large Group
p. 19 Focus Question 1 Day 2 Choice Time
p. 19 Focus Question 1 Day 2 Large-Group Roundup
p. 19 Focus Question 1 Day 2 Small Group
p. 20 Focus Question 1 Day 3 Large Group
p. 21 Focus Question 1 Day 3 Choice Time
p. 21 Focus Question 1 Day 3 Large-Group Roundup
p. 21 Focus Question 1 Day 3 Small Group
p. 22 Focus Question 1 Day 4 Choice Time
p. 22 Focus Question 1 Day 4 Large Group
p. 23 Focus Question 1 Day 4 Large-Group Roundup
p. 23 Focus Question 1 Day 4 Small Group
p. 24 Focus Question 1 Day 5 Choice Time
p. 24 Focus Question 1 Day 5 Large Group
p. 25 Focus Question 1 Day 5 Large-Group Roundup
p. 25 Focus Question 1 Day 5 Read-Aloud
p. 25 Focus Question 1 Day 5 Small Group
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p. 29 Focus Question 2 Day 1 Read-Aloud
p. 29 Focus Question 2 Day 1 Small Group
p. 30 Focus Question 2 Day 2 Large Group
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p. 31 Focus Question 2 Day 2 Large-Group Roundup
p. 31 Focus Question 2 Day 2 Small Group
p. 32 Focus Question 2 Day 3 Choice Time
p. 32 Focus Question 2 Day 3 Large Group
p. 33 Focus Question 2 Day 3 Large-Group Roundup
p. 33 Focus Question 2 Day 3 Read-Aloud
p. 33 Focus Question 2 Day 3 Small Group
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p. 36 Focus Question 3 Day 1 Large Group
p. 37 Focus Question 3 Day 1 Large-Group Roundup
p. 37 Focus Question 3 Day 1 Read-Aloud
p. 37 Focus Question 3 Day 1 Small Group
p. 38 Focus Question 3 Day 2 Choice Time
p. 38 Focus Question 3 Day 2 Large Group
p. 39 Focus Question 3 Day 2 Large-Group Roundup
p. 39 Focus Question 3 Day 2 Small Group
p. 40 Focus Question 3 Day 3 Choice Time
p. 40 Focus Question 3 Day 3 Large Group
p. 41 Focus Question 3 Day 3 Large-Group Roundup
p. 41 Focus Question 3 Day 3 Read-Aloud
p. 41 Focus Question 3 Day 3 Small Group
p. 42 Focus Question 3 Day 4 Choice Time
p. 42 Focus Question 3 Day 4 Large Group
p. 43 Focus Question 3 Day 4 Large-Group Roundup
p. 43 Focus Question 3 Day 4 Small Group
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p. 45 Focus Question 3 Day Read-Aloud
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p. 47 Focus Question 4 Outdoor Experiences
p. 48 Focus Question 4 Day 1 Large Group
p. 49 Focus Question 4 Day 1 Choice Time
p. 49 Focus Question 4 Day 1 Large-Group Roundup
p. 49 Focus Question 4 Day 1 Small Group
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p. 51 Focus Question 4 Day 2 Read-Aloud
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p. 53 Focus Question 4 Day 23 Large-Group Roundup
p. 53 Focus Question 4 Day 3 Small Group
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p. 57 Focus Question 5 Day 1 Choice Time
p. 57 Focus Question 5 Day 1 Large-Group Roundup
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p. 61 Focus Question 5 Day 3 Read-Aloud
p. 61 Focus Question 5 Day 3 Small Group
p. 62 Focus Question 5 Day 4 Large Group
p. 63 Focus Question 5 Day 4 Choice Time
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p. 71 Focus Question 6 Day 3 Read-Aloud
p. 71 Focus Question 6 Day 3 Small Group
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p. 74 Focus Question 6 Day 5 Large Group
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p. 81 Ministudy Day 1 Choice Time
p. 81 Ministudy Day 1 Large-Group Roundup
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p. 83 Ministudy Day 2 Large-Group Roundup
p. 83 Ministudy Day 2 Read-Aloud
p. 83 Ministudy Day 2 Small Group
p. 84 Ministudy Day 3 Choice Time
p. 84 Ministudy Day 3 Large Group
p. 85 Ministudy Day 3 Large-Group Roundup
p. 85 Ministudy Day 3 Small Group
p. 86 Ministudy Day 4 Choice Time
p. 86 Ministudy Day 4 Large Group
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| | | p. 87 Ministudy Day 4 Large-Group Roundup p. 87 Ministudy Day 4 Small Group |
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| | | p. 88 Ministudy Day 5 Choice Time |
| | | p. 88 Ministudy Day 5 Choice Time |
| | | p. 89 Ministudy Day 5 Large-Group Roundup |
| | | p. 89 Ministudy Day 5 Small Group |
| INDICATOR | LL.4.2. | Listen for a variety of purposes (e.g., to understand messages, to |
| | | gain information, to perform a task, for enjoyment, to learn what |
| | | happened in a story, to converse with an adult or peer). |
| | | |
| | | Beginning the Year |
| | | p. 80 Ministudy Day 1 Large Group |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas |
| | 11.42 | He was worked area to communicate words, animings ideas |
| INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, |
| | | experiences, and emotions. |
| | | Beginning the Year |
| | | p. 16 Focus Question 1 Day 1 Large Group |
| | | p. 20 Focus Question 1 Day 1 Large Group |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
| | | p. 27 Focus Question 2 Outdoor Experiences |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 29 Focus Question 2 Day 1 Read-Aloud |
| | | p. 30 Focus Question 2 Day 2 Large Group |
| | | p. 31 Focus Question 2 Day 2 Choice Time |
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| | | p. 35 Focus Question 3 Outdoor Experiences |
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| | | p. 41 Focus Question 3 Day 3 Small Group |
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| | | p. 47 Focus Question 4 Outdoor Experiences |
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| | | p. 67 Focus Question 6 Day 1 Mighty Minutes |
| | | p. 67 Focus Question 6 Day 1 Read-Aloud |
| | | p. 70 Focus Question 6 Day 3 Large Group |
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| | | p. 71 Focus Question 6 Day 3 Read-Aloud |
| | | p. 73 Focus Question 6 Day 4 Small Group |
| | | p. 74 Focus Question 6 Day 5 Large Group |
| | | p. 75 Focus Question 6 Day 5 Read-Aloud |
| | | p. 83 Ministudy Day 2 Read-Aloud |
| | | p. 88 Ministudy Day 5 Choice Time p. 88 Ministudy Day 5 Large Group |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL | | Conventions of Standard English |
| EXPECTATION | | |
| INDICATOR | LL.5.1. | Apply basic grammatical structures in spoken language. |
| | | Beginning the Year |
| | | p. 28 Focus Question 2 Day 1 Large Group |
| | | p. 32 Focus Question 2 Day 1 Large Group |
| | | p. 55 Focus Question 5 Outdoor Experiences |
| | II | p. 74 Focus Question 6 Day 5 Large Group |

| | | p. 79 Ministudy Outdoor Experiences |
|----------------------------|---------|---|
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Knowledge of Language |
| INDICATOR | LL.5.2. | Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.) |
| | | Beginning the Year p. 16 Focus Question 1 Day 1 Large Group |
| | | p. 17 Focus Question 1 Day 1 Mighty Minutes |
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| | | p. 39 Focus Question 3 Day 2 Mighty Minutes |
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| | | p. 45 Focus Question 3 Day 5 Mighty Minutes |
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| | | p. 67 Focus Question 6 Day 1 Mighty Minutes |
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| | | p. 71 Focus Question 6 Day 3 Mighty Minutes |
| | | p. 72 Focus Question 6 Day 4 Large Group p. 73 Focus Question 6 Day 4 Mighty Minutes |
| | | p. 74 Focus Question 6 Day 5 Large Group |
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| | | p. 86 Ministudy Day 4 Large Group |
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| | | p. 87 Ministudy Day 4 Small Group |
| | | p. 88 Ministudy Day 5 Large Group |
| | | p. 89 Ministudy Day 5 Mighty Minutes |
| | | p. 89 Ministudy Day 5 Small Group |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL | | Vocabulary Acquisition and Use |
| EXPECTATION | | Vocabulary Acquisition and osc |
| INDICATOR | LL.5.3. | Understand and use new vocabulary and descriptive language to |
| INDICATOR | LL.J.J. | describe feelings, thoughts, experiences, and observations. |
| | | describe reenings, thoughts, experiences, and observations. |
| | | Beginning the Year |
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| | | p. 23 Focus Question 1 Day 4 Large-Group Roundup |
| | | p. 24 Focus Question 1 Day 5 Choice Time |
| | | p. 25 Focus Question 1 Day 5 Large-Group Roundup |
| | | p. 25 Focus Question 1 Day 5 Read-Aloud |
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| | | p. 30 Focus Question 2 Day 2 Large Group |
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| | | p. 31 Focus Question 2 Day 2 Mighty Minutes |
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|-------------------------|----------|--|
| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK GRADE LEVEL | MTH.1. | Students understand counting and cardinality. Number Names and the Count Sequence |
| EXPECTATION | | Number Names and the Count Sequence |
| INDICATOR | MTH.1.1. | Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle). Beginning the Year p. 85 Ministudy Day 3 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Count Objects |
| INDICATOR | MTH.1.4. | Demonstrate understanding of one-to-one correspondence between objects and numbers. Beginning the Year p. 85 Ministudy Day 3 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Addition as adding to, and subtraction as taking from |
| INDICATOR | MTH.2.1. | Recognize that the number of objects can change when they are added or taken away from a group. |

| | | Beginning the Year p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group |
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| INDICATOR | MTH.2.2. | Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5. |
| | | Beginning the Year p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 69 Focus Question 6 Day 2 Mighty Minutes p. 72 Focus Question 6 Day 4 Large Group p. 75 Focus Question 6 Day 5 Mighty Minutes p. 75 Focus Question 6 Day 5 Small Group p. 85 Ministudy Day 3 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Patterns |
| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. |
| | | Beginning the Year p. 42 Focus Question 3 Day 4 Large Group p. 88 Ministudy Day 5 Large Group |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Compare measurable attributes |
| INDICATOR | MTH.3.1. | Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). |
| | | p. 23 Focus Question 1 Day 4 Mighty Minutes p. 39 Focus Question 3 Day 2 Small Group p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Small Group |
| DENOUMA DIZ | BATILO | p. 81 Ministudy Day 1 Choice Time |
| BENCHMARK GRADE LEVEL EXPECTATION | MTH.3. | Students understand measurement and data. Classify objects |
| INDICATOR | MTH.3.3. | Order objects by size and length. |
| | | Beginning the Year p. 23 Focus Question 1 Day 4 Mighty Minutes p. 53 Focus Question 4 Day 3 Small Group p. 58 Focus Question 5 Day 2 Large Group |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Identify and describe shapes |
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three-dimensional shapes. |
| | | Beginning the Year p. 29 Focus Question 2 Day 1 Choice Time |

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| | | p. 36 Focus Question 3 Day 1 Choice Time p. 38 Focus Question 3 Day 2 Large Group |
| | | p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Choice Time |
| | | p. 51 Focus Question 4 Day 2 Large-Group Roundup |
| | | p. 57 Focus Question 5 Day 1 Small Group |
| | | p. 60 Focus Question 5 Day 3 Large Group |
| | | p. 67 Focus Question 6 Day 1 Choice Time |
| | | p. 67 Focus Question 6 Day 1 Large-Group Roundup |
| | | p. 68 Focus Question 6 Day 2 Choice Time |
| | | p. 69 Focus Question 6 Day 2 Large-Group Roundup p. 83 Ministudy Day 2 Mighty Minutes |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |
| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or position of objects. |
| | | Beginning the Year |
| | | p. 43 Focus Question 3 Day 4 Small Group |
| | | p. 45 Focus Question 3 Day 5 Small Group |
| | | p. 49 Focus Question 4 Day 1 Small Group |
| | | p. 51 Focus Question 4 Day 2 Large-Group Roundup |
| | | p. 51 Focus Question 4 Day 2 Small Groupp51 |
| | | p. 82 Ministudy Day 2 Large Group p. 85 Ministudy Day 3 Small Group |
| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of |
| | | science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.1. | Know and describe the sequence of daily routines. |
| | | Beginning the Year |
| | | p. 81 Ministudy Day 1 Choice Time |
| | | p. 85 Ministudy Day 3 Small Group |
| INDICATOR | SCI.1.3. | Observe and describe changes (e.g., ice to water) that occur in the |
| | | world, including changes to living things and natural processes (e.g., weather, day/night cycle). |
| | | Beginning the Year |
| | | p. 32 Focus Question 2 Day 3 Large Group |
| | | p. 36 Focus Question 3 Day 1 Large Group |
| | | p. 41 Focus Question 3 Day 3 Mighty Minutes |
| | | p. 81 Ministudy Day 1 Mighty Minutes |
| | | p. 83 Ministudy Day 2 Small Group |
| BENCHMARK | SCI.2. | p. 87 Ministudy Day 4 Mighty Minutes Students use the process of science inquiry. |
| GRADE LEVEL | 301.2. | Scientific Inquiry |
| EXPECTATION | | ocientino inquiry |
| INDICATOR | SCI.2.1. | Use simple tools (e.g., magnifying glass, binoculars, maps, eye |
| | | droppers, computers) and simple machines (e.g., lever, wheel, axle, |
| | | pulley, wedge) to investigate their environment. |
| | | Beginning the Year |
| | | p. 39 Focus Question 3 Day 2 Small Group |
| | | p. 53 Focus Question 4 Day 3 Small Group |
| | | p. 57 Focus Question 5 Day 1 Small Group |
| | | p. 58 Focus Question 5 Day 2 Choice Time |
| | | p. 63 Focus Question 5 Day 4 Small Group |
| | | p. 81 Ministudy Day 1 Choice Time |
| INDICATOR | SCI.2.2. | Use their five senses to manipulate materials and learn about the |

| INDICATOR | SCI.2.3. | environment. Beginning the Year p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Choice Time p. 83 Ministudy Day 2 Choice Time p. 84 Ministudy Day 3 Choice Time p. 86 Ministudy Day 4 Choice Time Gather and record simple information through discussions and |
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| | | drawings about their environment (e.g., weather). Beginning the Year p. 19 Focus Question 1 Day 2 Choice Time p. 21 Focus Question 1 Day 3 Choice Time p. 22 Focus Question 1 Day 4 Choice Time p. 24 Focus Question 1 Day 5 Choice Time p. 70 Focus Question 6 Day 3 Choice Time |
| INDICATOR | SCI.2.4. | Make predictions and generate ideas based on past experience, observations, and information. Beginning the Year p. 75 Focus Question 6 Day 5 Small Group |
| BENCHMARK | SCI.3. | Students understand the basic concepts and principles of physical science. |
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Beginning the Year p. 17 Focus Question 1 Day 1 Choice Time p. 17 Focus Question 1 Day 2 Small Group p. 19 Focus Question 1 Day 2 Choice Time p. 19 Focus Question 1 Day 2 Small Group p. 21 Focus Question 1 Day 3 Choice Time p. 21 Focus Question 1 Day 3 Small Group p. 22 Focus Question 1 Day 4 Choice Time p. 23 Focus Question 1 Day 4 Mighty Minutes p. 23 Focus Question 1 Day 4 Small Group p. 24 Focus Question 1 Day 5 Choice Time p. 25 Focus Question 1 Day 5 Small Group p. 29 Focus Question 1 Day 5 Small Group p. 29 Focus Question 2 Day 1 Choice Time p. 29 Focus Question 2 Day 1 Small Group p. 31 Focus Question 2 Day 3 Small Group p. 32 Focus Question 2 Day 3 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 33 Focus Question 2 Day 3 Small Group p. 35 Focus Question 2 Day 3 Small Group p. 36 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Choice Time p. 36 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Large Group p. 37 Focus Question 3 Day 1 Small Group p. 38 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 1 Small Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 37 Focus Question 3 Day 2 Small Group p. 39 Focus Question 3 Day 2 Mighty Minutes p. 39 Focus Question 3 Day 2 Mighty Minutes p. 39 Focus Question 3 Day 3 Choice Time p. 40 Focus Question 3 Day 3 Choice Time p. 41 Focus Question 4 Day 3 Choice Time p. 45 Focus Question 4 Day 5 Choice Time p. 50 Focus Question 4 Day 5 Choice Time p. 50 Focus Question 4 Day 3 Choice Time p. 50 Focus Question 4 Day 3 Choice Time |

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| INDICATOR | SCI.3.2. | p. 53 Focus Question 4 Day 3 Small Group p. 57 Focus Question 5 Day 1 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Choice Time p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Choice Time p. 60 Focus Question 5 Day 3 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 5 Day 4 Choice Time p. 63 Focus Question 6 Day 1 Choice Time p. 67 Focus Question 6 Day 1 Small Group p. 68 Focus Question 6 Day 1 Small Group p. 69 Focus Question 6 Day 2 Small Group p. 70 Focus Question 6 Day 3 Small Group p. 71 Focus Question 6 Day 3 Small Group p. 72 Focus Question 6 Day 3 Small Group p. 75 Focus Question 6 Day 5 Choice Time p. 75 Focus Question 6 Day 5 Small Group p. 79 Ministudy Outdoor Experiences p. 80 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Large Group p. 81 Ministudy Day 1 Mighty Minutes p. 81 Ministudy Day 1 Small Group p. 83 Ministudy Day 2 Choice Time p. 83 Ministudy Day 2 Small Group p. 84 Ministudy Day 2 Small Group p. 85 Ministudy Day 3 Small Group p. 86 Ministudy Day 3 Small Group p. 87 Ministudy Day 3 Small Group p. 88 Ministudy Day 3 Small Group p. 89 Ministudy Day 3 Small Group p. 80 Ministudy Day 3 Small Group p. 81 Ministudy Day 3 Small Group p. 82 Ministudy Day 4 Choice Time p. 83 Ministudy Day 3 Small Group p. 84 Ministudy Day 4 Mighty Minutes p. 85 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Choice Time p. 88 Ministudy Day 4 Choice Time p. 89 Ministudy Day 4 Choice Time p. 80 Ministudy Day 4 Choice Time p. 81 Ministudy Day 4 Choice Time p. 82 Ministudy Day 4 Choice Time p. 83 Ministudy Day 4 Choice Time p. 84 Ministudy Day 4 Choice Time p. 85 Ministudy Day 4 Choice Time p. 86 Ministudy Day 4 Choice Time p. 87 Ministudy Day 4 Choice Time p. 88 Ministudy Day 4 Choice Time p. 89 Ministudy Day 4 Choice Time p. 80 Ministudy Day 4 Mighty Minutes |
| | | p. 36 Focus Question 3 Day 1 Choice Time p. 50 Focus Question 4 Day 2 Choice Time p. 57 Focus Question 5 Day 1 Small Group p. 58 Focus Question 5 Day 2 Large Group p. 60 Focus Question 5 Day 3 Large Group p. 63 Focus Question 5 Day 4 Choice Time p. 67 Focus Question 6 Day 1 Choice Time |
| | | p. 68 Focus Question 6 Day 2 Choice Time |
| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.1. | Students apply social studies skills and resources. |
| GRADE LEVEL EXPECTATION | | Map Skills |
| INDICATOR | SS.1.2. | Understand that maps, visuals, and objects can represent places. Beginning the Year p. 43 Focus Question 3 Day 4 Small Group p. 45 Focus Question 3 Day 5 Small Group |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.1. | Share responsibility for caring for their environment (e.g., cleaning, recycling). Beginning the Year |
| | | p. 52 Focus Question 4 Day 3 Choice Time |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, |

| community, and family life. | |
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| Beginning the Year p. 16 Focus Question 1 Day 1 Large Group p. 27 Focus Question 2 Outdoor Experiences p. 38 Focus Question 3 Day 2 Large Group p. 50 Focus Question 4 Day 2 Large Group p. 52 Focus Question 4 Day 3 Large Group p. 66 Focus Question 6 Day 1 Large Group | |

Buildings Study State: *North Dakota Pre-Kindergarten Content Standards*

Subject: Early Childhood Education Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
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| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Choice Time p. 53 Investigation 3 Day 1 Read-Aloud p. 55 Investigation 3 Day 2 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Large Group Roundup |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Social Competence |
| INDICATOR | SED.2.2. | Communicate with peer or adult when encountering challenges. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time |
| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
| BENCHMARK | APL.1. | Students demonstrate habits of mind and dispositions important to learning. |
| GRADE LEVEL EXPECTATION | | Engagement and Persistence |
| INDICATOR | APL.1.5. | Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 2 Day 3 Choice Time p. 74 Investigation 5 Day 2 Choice Time |

| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
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| GRADE LEVEL EXPECTATION | | Pretend play |
| INDICATOR | APL.2.4. | Substitutes one object for another in pretend play or pretends with objects that may or may not be present. Buildings Study |
| | | p. 16 Exploring the Topic - Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group |
| INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy situations. |
| | | Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 3 Large Group p. 31 Investigation 1 Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 44 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 4 Day 1 Mighty Minutes p. 68 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 69 Investigation 5 Day 1 Small Group p. 61 Investigation 5 Day 1 Small Group p. 62 Investigation 5 Day 1 Small Group p. 63 Investigation 5 Day 1 Small Group p. 64 Investigation 5 Day 2 Large Group p. 67 Investigation 5 Day 2 Large Group p. 77 Investigation 5 Day 4 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 |
| | | p. 79 Investigation 5 Day 4 Mighty Minutes p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Large Group |
| | | p. 81 Investigation 5 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group |
| INDICATOR | APL.2.6. | Engages in elaborate sustained imagined play and can distinguish between real life and fantasy. |
| | | Buildings Study p. 16 Exploring the Topic - Day 2 Large Group |

| | | p. 17 Exploring the Topic - Day 2 Mighty Minutes |
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| | | p. 17 Exploring the Topic - Day 2 Small Group |
| | | p. 18 Exploring the Topic - Day 3 Large Group |
| | | p. 21 Exploring the Topic - Day 4 Mighty Minutes |
| | | p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group |
| | | p. 28 Investigation 1 Day 1 Large Group |
| | | p. 29 Investigation 1 Day 1 Large-Group Roundup |
| | | p. 29 Investigation 1 Day 1 Small Group |
| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Mighty Minutes |
| | | p. 34 Investigation 1 Day 4 Large Group |
| | | p. 35 Investigation 1 Day 4 Mighty Minutes |
| | | p. 37 Investigation 1 Day 5 Mighty Minutes |
| | | p. 41 Investigation 2 Day 1 Mighty Minutes |
| | | p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time |
| | | p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes |
| | | p. 45 Investigation 2 Day 3 Choice Time |
| | | p. 47 Investigation 2 Day 4 Mighty Minutes |
| | | p. 48 Investigation 2 Day 5 Large Group |
| | | p. 49 Investigation 2 Day 5 Mighty Minutes |
| | | p. 49 Investigation 2 Day 5 Small Group |
| | | p. 52 Investigation 3 Day 1 Large Group |
| | | p. 53 Investigation 3 Day 1 Mighty Minutes |
| | | p. 56 Investigation 3 Day 3 Large Group |
| | | p. 60 Investigation 3 Day 5 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes |
| | | p. 65 Investigation 4 Day 1 Small Group |
| | | p. 68 Investigation 4 Day 3 Large Group |
| | | p. 69 Investigation 4 Day 3 Small Group |
| | | p. 71 Investigation 5 Outdoor Experiences |
| | | p. 73 Investigation 5 Day 1 Mighty Minutes |
| | | p. 73 Investigation 5 Day 1 Small Group |
| | | p. 74 Investigation 5 Day 2 Large Group |
| | | p. 77 Investigation 5 Day 3 Mighty Minutes |
| | | p. 78 Investigation 5 Day 4 Large Group |
| | | p. 79 Investigation 5 Day 4 Choice Time |
| | | p. 79 Investigation 5 Day 4 Large-Group Roundup p. 79 Investigation 5 Day 4 Mighty Minutes |
| | | p. 80 Investigation 5 Day 5 Choice Time |
| | | p. 80 Investigation 5 Day 5 Large Group |
| | | p. 81 Investigation 5 Day 5 Mighty Minutes |
| | | p. 96 Celebrating Learning Day 2 Large Group |
| CONTENT STANDARD | ND.PD. | Physical Development |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed |
| | | to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Skills |
| INDICATOR | PD.1.1. | Combine large motor movements (e.g., pulling, throwing, catching, |
| | | kicking, rolling, riding) with the use of equipment (e.g., balls, bean |
| | | bags, playground equipment). |
| | | Buildings Study |
| | | p. 16 Exploring the Topic - Day 2 Large Group |
| | | p. 19 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes |
| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 36 Investigation 1 Day 5 Large Group |
| | | p. 61 Investigation 3 Day 5 Mighty Minutes |
| | | p. 71 Investigation 5 Outdoor Experiences |
| | | p. 96 Celebrating Learning Day 2 Large Group |
| INDICATOR | PD.1.2. | Engage in a variety of activities that require fine motor skills (e.g., |
| The state of the s | II. | art projects, manipulative toys, dressing). |

| | | Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences |
|-------------------------|---------|---|
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Control in Movement |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 32 Investigation 1 Day 3 Large Group p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences p. 96 Celebrating Learning Day 2 Large Group |
| INDICATOR | PD.1.5. | Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring). Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences |
| INDICATOR | PD.1.6. | Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils). Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 71 Investigation 5 Outdoor Experiences |
| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| INDICATOR | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 27 Investigation 1 Outdoor Experiences p. 32 Investigation 1 Day 3 Large Group |

| | | p. 40 Investigation 2 Day 1 Large Group p. 55 Investigation 3 Day 2 Mighty Minutes |
|-------------------------|----------|---|
| | | p. 60 Investigation 3 Day 5 Large Group |
| | | p. 71 Investigation 5 Outdoor Experiences |
| | | p. 96 Celebrating Learning Day 2 Large Group |
| BENCHMARK | PD.4. | Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness. |
| GRADE LEVEL EXPECTATION | | Physiological Response to Physical Activity |
| INDICATOR | PD.4.2. | Exhibit control, strength, and dexterity in hand muscles. |
| | | Buildings Study |
| | | p. 14 Exploring the Topic - Day 1 Choice Time |
| | | p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes |
| | | p. 29 Investigation 1 Day 1 Choice Time |
| | | p. 36 Investigation 1 Day 5 Large Group |
| | | p. 61 Investigation 3 Day 5 Mighty Minutes |
| | | p. 71 Investigation 5 Outdoor Experiences |
| CONTENT STANDARD | ND.H. | Health |
| BENCHMARK | H.2. | Students understand concepts related to the promotion of health and the prevention of disease. |
| GRADE LEVEL | | Safety and Injury Prevention |
| EXPECTATION | | |
| INDICATOR | H.2.3. | Know health and safety rules (e.g., rules for traffic and pedestrian safety, proper use of classroom materials, behavior in the classroom and on the playground). |
| | | Buildings Study |
| | | p. 48 Investigation 2 Day 5 Large Group p. 67 Investigation 4 Day 2 Read-Aloud |
| INDICATOR | H.2.4. | Follow rules in emergency situations and recognize potentially dangerous objects and substances. |
| | | Buildings Study |
| | | p. 48 Investigation 2 Day 5 Large Group |
| | | p. 67 Investigation 4 Day 2 Read-Aloud |
| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |
| GRADE LEVEL EXPECTATION | | Movement Elements |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. |
| | | Buildings Study |
| | | p. 27 Investigation 1 Outdoor Experiences |
| | | p. 32 Investigation 1 Day 3 Large Group p. 96 Celebrating Learning Day 2 Large Group |
| BENCHMARK | ADT 2 | |
| | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. |
| | | Buildings Study |
| | | p. 16 Exploring the Topic - Day 2 Large Group |
| | | p. 17 Exploring the Topic - Day 2 Mighty Minutes |
| | | p. 17 Exploring the Topic - Day 2 Small Group |
| | | p. 18 Exploring the Topic - Day 3 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes |
| | | p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 21 Exploring the Topic - Day 4 Read-Aloud |
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| | | p. 22 Exploring the Topic - Day 5 Large Group p. 28 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Small Group p. 32 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Mighty Minutes p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Mighty Minutes p. 42 Investigation 2 Day 2 Large Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 45 Investigation 2 Day 3 Choice Time p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 1 Large Group p. 60 Investigation 3 Day 3 Large Group p. 61 Investigation 4 Day 1 Mighty Minutes p. 65 Investigation 4 Day 1 Small Group p. 68 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 69 Investigation 5 Day 1 Large Group p. 71 Investigation 5 Day 1 Small Group p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 1 Mighty Minutes p. 76 Investigation 5 Day 1 Mighty Minutes p. 77 Investigation 5 Day 4 Large Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 5 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large Gr |
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| DENOUBLABIA | 107.0 | |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Singing |
| INDICATOR | ART.3.1. | Sing to music. Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 20 Exploring the Topic - Day 4 Large Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 33 Investigation 1 Day 3 Small Group p. 34 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 4 Large Group p. 37 Investigation 1 Day 5 Large Group p. 38 Investigation 1 Day 5 Large Group p. 39 Investigation 2 Outdoor Experiences p. 40 Investigation 2 Day 1 Large Group p. 42 Investigation 2 Day 2 Large Group |

| | | p. 44 Investigation 2 Day 3 Large Group p. 46 Investigation 2 Day 4 Large Group p. 47 Investigation 2 Day 4 Mighty Minutes p. 48 Investigation 2 Day 5 Large Group p. 51 Investigation 3 Outdoor Experiences p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Mighty Minutes p. 54 Investigation 3 Day 2 Large Group p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Large Group p. 60 Investigation 3 Day 5 Small Group p. 61 Investigation 3 Day 5 Small Group p. 64 Investigation 4 Day 1 Large Group p. 65 Investigation 4 Day 1 Mighty Minutes p. 66 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Small Group p. 69 Investigation 5 Day 1 Large Group p. 72 Investigation 5 Day 1 Large Group p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 4 Large Group p. 76 Investigation 5 Day 3 Large Group p. 78 Investigation 5 Day 5 Large Group p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Mighty Minutes p. 93 Celebrating Learning Outdoor Experiences p. 94 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group |
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| BENCHMARK GRADE LEVEL | ART.3. | Students engage with music. Listening |
| EXPECTATION | | Listerinig |
| INDICATOR | ART.3.3. | Listen to music with attention. Buildings Study p. 27 Investigation 1 Outdoor Experiences |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Visual Art Media, Techniques, and Processes |
| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large-Group Roundup |

| BENCHMARK ART.4. Students engage in visual arts. GRADE LEVEL EXPECTATION ART.4.2. Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. Buildings Study p. 16 Exploring the Topic - Day 2 Large-Group P. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 31 investigation 1 Day 2 Large-Group Roundup p. 31 investigation 1 Day 2 Large-Group Roundup p. 31 investigation 1 Day 2 Large-Group Roundup p. 41 investigation 2 Day 1 Small Group p. 43 investigation 2 Day 1 Small Group p. 47 investigation 2 Day 1 Small Group p. 48 investigation 2 Day 1 Small Group p. 51 investigation 3 Day 1 Large-Group Roundup p. 51 investigation 3 Day 1 Large-Group Roundup p. 53 investigation 3 Day 1 Large-Group Roundup p. 53 investigation 3 Day 1 Large-Group Roundup p. 54 investigation 3 Day 1 Large-Group Roundup p. 55 investigation 3 Day 5 Choice Time p. 66 investigation 3 Day 5 Choice Time p. 66 investigation 4 Day 2 Large-Group Roundup p. 67 investigation 4 Day 2 Large-Group Roundup p. 68 investigation 4 Day 2 Large-Group Roundup p. 72 investigation 4 Day 2 Large-Group Roundup p. 72 investigation 4 Day 3 Large-Group Roundup p. 73 investigation 4 Day 3 Large-Group Roundup p. 74 investigation 5 Day 5 Choice Time p. 75 investigation 5 Day 5 Choice Time p. 75 investigation 5 Day 5 Small Group p. 81 investigation 5 Day 5 Choice Time p. 75 investigation 5 Day 5 Choice Time p. 75 investigation 5 Day 5 Small Group p. 81 investigation 5 Day 5 Small Group p. 92 Large-Group Roundup p. 93 investigation 5 Day 1 Carge-Group Roundup p. 94 investigation 5 Day 1 Carge-Group Roundup p. 95 investigation 5 Day 1 Carge-Group Roundup p. 95 investigation 5 Day 1 Carge-Group Roundup p. 95 investigation 5 Day 1 Carge-Group Roundup p. 96 investigation 5 Day 1 Carge-Group Roundup | | | p. 81 Investigation 5 Day 5 Small Group |
|---|-------------|----------|---|
| INDICATOR ART.4.2. Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. Buildings Study p. 16 Exploring the Topic - Day 2 Large-Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 1 Small Group p. 44 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 66 Investigation 3 Day 4 Large-Group Roundup p. 67 Investigation 3 Day 4 Large-Group Roundup p. 68 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 4 Day 3 Large-Group Roundup p. 72 Investigation 4 Day 3 Large-Group Roundup p. 73 Investigation 4 Day 3 Large-Group Roundup p. 74 Investigation 50 Day 1 Choice Time p. 75 Investigation 50 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 51 Investigation 1 Day 2 Large-Group Roundup p. 51 Investigation 1 Day 2 Large-Group Roundup p. 51 Investigation 1 | BENCHMARK | ART.4. | Students engage in visual arts. |
| Feelings, thoughts, and ideas. | 0.0.00 | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| GRADE LEVEL EXPECTATION ART.4.3. Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 41 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 4 Day 2 Large-Group Roundup p. 63 Investigation 4 Day 2 Large-Group p. 66 Investigation 4 Day 2 Large-Group p. 67 Investigation 4 Day 3 Large-Group p. 68 Investigation 4 Day 3 Large-Group p. 69 Investigation 4 Day 3 Large-Group p. 69 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 72 Investigation 5 Day 4 Large-Group Roundup p. 75 Investigation 5 Day 4 Large-Group Roundup p. 76 Investigation 5 Day 4 Large-Group Roundup p. 77 Investigation 5 Day 4 Large-Group Roundup p. 78 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group | INDICATOR | ART.4.2. | feelings, thoughts, and ideas. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 3 Large Group p. 68 Investigation 4 Day 3 Large Group p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group |
| GRADE LEVEL EXPECTATION ART.4.3. Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 41 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 4 Day 2 Large-Group Roundup p. 61 Investigation 4 Day 2 Large-Group Roundup p. 63 Investigation 4 Day 2 Large-Group p. 66 Investigation 4 Day 2 Large-Group p. 67 Investigation 4 Day 3 Large-Group p. 68 Investigation 4 Day 3 Large-Group p. 69 Investigation 4 Day 3 Large-Group p. 69 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Large-Group Roundup p. 72 Investigation 5 Day 4 Large-Group Roundup p. 75 Investigation 5 Day 4 Large-Group Roundup p. 76 Investigation 5 Day 4 Large-Group Roundup p. 77 Investigation 5 Day 4 Large-Group Roundup p. 78 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group | BENCHMARK | ART.4. | |
| likes, and dislikes about artistic creations. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Day 4 Large-Group Roundup p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 2 Large-Group Roundup p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Large-Group Roundup p. 79 Investigation 5 Day 4 Small Group CONTENT STANDARD ND. LL. Language and Literacy | GRADE LEVEL | | |
| CONTENT STANDARD ND. LL. Language and Literacy | INDICATOR | ART.4.3. | likes, and dislikes about artistic creations. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 30 Investigation 1 Day 2 Large-Group Roundup p. 31 Investigation 1 Day 2 Large-Group Roundup p. 37 Investigation 1 Day 5 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 47 Investigation 2 Day 4 Large-Group Roundup p. 51 Investigation 3 Outdoor Experiences p. 53 Investigation 3 Day 1 Large-Group Roundup p. 54 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 67 Investigation 4 Day 2 Large Group p. 68 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 2 Large-Group Roundup p. 73 Investigation 5 Day 4 Small Group |
| | | | Language and Literacy |

| GRADE LEVEL | | Key Ideas and Details |
|-------------|---------|---|
| INDICATOR | LL.1.1. | Recall and retell information from a book with attention to the main |
| | | events or major ideas. |
| | | Buildings Study |
| | | p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud |
| | | p. 17 Exploring the Topic - Day 2 Kead Aloud p. 17 Exploring the Topic - Day 2 Small Group |
| | | p. 18 Exploring the Topic - Day 3 Large Group |
| | | p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud |
| | | p. 23 Exploring the Topic - Day 5 Choice Time |
| | | p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group |
| | | p. 28 Investigation 1 Day 1 Large Group |
| | | p. 29 Investigation 1 Day 1 Choice Time |
| | | p. 29 Investigation 1 Day 1 Large-Group Roundup p. 29 Investigation 1 Day 1 Read-Aloud |
| | | p. 31 Investigation 1 Day 2 Read-Aloud |
| | | p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group |
| | | p. 35 Investigation 1 Day 4 Read-Aloud |
| | | p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group |
| | | p. 37 Investigation 1 Day 5 Large Group |
| | | p. 41 Investigation 2 Day 1 Read-Aloud |
| | | p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup |
| | | p. 45 Investigation 2 Day 3 Read-Aloud |
| | | p. 47 Investigation 2 Day 4 Read-Aloud |
| | | p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Read-Aloud |
| | | p. 49 Investigation 2 Day 5 Small Group |
| | | p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud |
| | | p. 55 Investigation 3 Day 2 Read-Aloud |
| | | p. 57 Investigation 3 Day 3 Read-Aloud |
| | | p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud |
| | | p. 60 Investigation 3 Day 5 Large Group |
| | | p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud |
| | | p. 67 Investigation 4 Day 1 Read-Aloud |
| | | p. 69 Investigation 4 Day 3 Read-Aloud |
| | | p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group |
| | | p. 75 Investigation 5 Day 2 Read-Aloud |
| | | p. 77 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud |
| | | p. 81 Investigation 5 Day 5 Read-Aloud |
| | | p. 95 Celebrating Learning Day 1 Read-Aloud |
| | | p. 95 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud |
| | | p. 97 Celebrating Learning Day 2 Read Aloud p. 97 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate to personal experiences). |
| | | Buildings Study |
| | | p. 15 Exploring the Topic - Day 1 Large-Group Roundup |
| | | p. 15 Exploring the Topic - Day 1 Read-Aloud |
| | | p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group |
| | | p. 18 Exploring the Topic - Day 3 Large Group |

| | | p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 2 Read-Aloud p. 34 Investigation 1 Day 3 Read-Aloud p. 34 Investigation 1 Day 4 Choice Time p. 34 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large Group p. 35 Investigation 1 Day 4 Large Group p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Choice Time p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Large-Group Roundup p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Read-Aloud p. 46 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 3 Small Group p. 48 Investigation 2 Day 3 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 2 Day 5 Read-Aloud p. 55 Investigation 3 Day 1 Large Group p. 55 Investigation 3 Day 1 Large Group p. 56 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 3 Read-Aloud p. 58 Investigation 3 Day 3 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 56 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 58 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 56 Investigation 3 Day 5 Large Group p. 59 Investigation 3 Day 4 Read-Aloud p. 56 Investigation 3 Day 5 Large Group p. 57 Investigation 3 Day 4 Read-Aloud p. 58 Investigation 3 Day 5 Read-Aloud p. 59 Investigation 3 Day 5 Read-Aloud p. 50 Investigation 4 Day 1 Read-Aloud p. 60 Investigation 5 Day 1 Read-Aloud p. 61 Investigation 5 Day 2 Read-Aloud p. 62 Investigation 5 Day 3 Read-A |
|-----------------------|---------|--|
| | | p. 69 Investigation 4 Day 3 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Small Group p. 75 Investigation 5 Day 2 Read-Aloud |
| | | p. 97 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK GRADE LEVEL | LL.1. | Students read a variety of literature and informational texts. Craft and Structure |
| EXPECTATION | | |
| INDICATOR | LL.1.3. | Know that books and other reading materials have titles, authors, and often, illustrators. Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud |

| | | p. 33 Investigation 1 Day 3 Read-Aloud p. 35 Investigation 1 Day 4 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 47 Investigation 2 Day 4 Read-Aloud p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Read-Aloud p. 95 Celebrating Learning Day 1 Read-Aloud p. 97 Celebrating Learning Day 2 Read-Aloud |
|----------------------------|---------|--|
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Integration of Knowledge and Ideas |
| INDICATOR | LL.1.4. | With prompting and support, compare two or more books on the same topic (e.g., trucks, germs, rainbows) or theme (e.g., sharing, holidays). Buildings Study p. 80 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Read-Aloud |
| INDICATOR | LL.1.5. | Buildings Study p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud p. 45 Investigation 2 Day 3 Read-Aloud p. 45 Investigation 2 Day 3 Small Group p. 46 Investigation 2 Day 4 Large Group p. 49 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Large-Group Roundup p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Read-Aloud p. 72 Investigation 5 Day 1 Choice Time p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Range of Reading and Level of Text Complexity |
| INDICATOR | LL.1.6. | Know that reading is valuable and enjoyable. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group |

| | | p. 18 Exploring the Topic - Day 3 Large Group |
|-----------|---------|--|
| | | p. 19 Exploring the Topic - Day 3 Read-Aloud |
| | | p. 21 Exploring the Topic - Day 4 Read-Aloud |
| | | p. 23 Exploring the Topic - Day 5 Choice Time |
| | | p. 23 Exploring the Topic - Day 5 Read-Aloud |
| | | p. 23 Exploring the Topic - Day 5 Small Group |
| | | p. 29 Investigation 1 Day 1 Choice Time |
| | | p. 29 Investigation 1 Day 1 Read-Aloud |
| | | p. 31 Investigation 1 Day 2 Read-Aloud |
| | | p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 34 Investigation 1 Day 4 Choice Time |
| | | p. 34 Investigation 1 Day 4 Large Group |
| | | p. 35 Investigation 1 Day 4 Large-Group Roundup |
| | | p. 35 Investigation 1 Day 4 Read-Aloud |
| | | p. 36 Investigation 1 Day 5 Choice Time |
| | | p. 36 Investigation 1 Day 5 Large Group |
| | | p. 37 Investigation 1 Day 5 Read-Aloud |
| | | p. 41 Investigation 2 Day 1 Read-Aloud |
| | | p. 43 Investigation 2 Day 2 Read-Aloud |
| | | p. 45 Investigation 2 Day 3 Large-Group Roundup |
| | | p. 45 Investigation 2 Day 3 Large-Group Roundup |
| | | I |
| | | p. 47 Investigation 2 Day 4 Read-Aloud |
| | | p. 48 Investigation 2 Day 5 Large Group |
| | | p. 49 Investigation 2 Day 5 Read-Aloud |
| | | p. 49 Investigation 2 Day 5 Small Group |
| | | p. 52 Investigation 3 Day 1 Large Group |
| | | p. 53 Investigation 3 Day 1 Read-Aloud |
| | | p. 55 Investigation 3 Day 2 Read-Aloud |
| | | p. 57 Investigation 3 Day 3 Read-Aloud |
| | | p. 57 Investigation 3 Day 3 Small Group |
| | | p. 59 Investigation 3 Day 4 Read-Aloud |
| | | p. 60 Investigation 3 Day 5 Large Group |
| | | p. 61 Investigation 3 Day 5 Read-Aloud |
| | | p. 65 Investigation 4 Day 1 Read-Aloud |
| | | p. 67 Investigation 4 Day 2 Read-Aloud |
| | | p. 69 Investigation 4 Day 3 Read-Aloud |
| | | p. 73 Investigation 5 Day 1 Read-Aloud |
| | | p. 73 Investigation 5 Day 1 Small Group |
| | | p. 75 Investigation 5 Day 2 Read-Aloud |
| | | p. 77 Investigation 5 Day 3 Read-Aloud |
| | | p. 79 Investigation 5 Day 4 Read-Aloud |
| | | p. 81 Investigation 5 Day 5 Read-Aloud |
| | | |
| | | p. 95 Celebrating Learning Day 1 Read-Aloud p. 95 Celebrating Learning Day 1 Small Group |
| | | ID. 95 Geleprating Learning Day 1 Small Group |
| | | |
| | | p. 97 Celebrating Learning Day 2 Read-Aloud |
| | | |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 4 Read-Aloud p. 21 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Choice Time |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 21 Exploring the Topic - Day 5 Read-Aloud p. 22 Exploring the Topic - Day 5 Small Group |
| INDICATOR | LL.1.7. | p. 97 Celebrating Learning Day 2 Read-Aloud p. 97 Celebrating Learning Day 2 Small Group Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Buildings Study p. 15 Exploring the Topic - Day 1 Large-Group Roundup p. 15 Exploring the Topic - Day 1 Read-Aloud p. 17 Exploring the Topic - Day 2 Read-Aloud p. 17 Exploring the Topic - Day 2 Small Group p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud p. 22 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud |

| | | p. 31 Investigation 1 Day 2 Read-Aloud |
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| | | p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 34 Investigation 1 Day 4 Choice Time |
| | | p. 34 Investigation 1 Day 4 Large Group |
| | | p. 35 Investigation 1 Day 4 Large-Group Roundup |
| | | p. 35 Investigation 1 Day 4 Read-Aloud |
| | | p. 36 Investigation 1 Day 5 Choice Time |
| | | p. 36 Investigation 1 Day 5 Large Group |
| | | p. 37 Investigation 1 Day 5 Read-Aloud |
| | | p. 41 Investigation 2 Day 1 Read-Aloud |
| | | p. 41 Investigation 2 Day 1 Small Group |
| | | p. 43 Investigation 2 Day 2 Large-Group Roundup |
| | | p. 43 Investigation 2 Day 2 Read-Aloud |
| | | p. 43 Investigation 2 Day 2 Small Group |
| | | p. 45 Investigation 2 Day 3 Large-Group Roundup |
| | | p. 45 Investigation 2 Day 3 Read-Aloud |
| | | p. 45 Investigation 2 Day 3 Small Group |
| | | p. 47 Investigation 2 Day 4 Read-Aloud |
| | | p. 48 Investigation 2 Day 5 Large Group |
| | | p. 49 Investigation 2 Day 5 Read-Aloud |
| | | p. 49 Investigation 2 Day 5 Small Group |
| | | p. 52 Investigation 3 Day 1 Large Group |
| | | p. 53 Investigation 3 Day 1 Read-Aloud |
| | | p. 55 Investigation 3 Day 2 Read-Aloud |
| | | p. 56 Investigation 3 Day 3 Large Group |
| | | p. 57 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 3 Day 3 Small Group |
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| | | p. 59 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Large Group |
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| | | p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud |
| | | p. 67 Investigation 4 Day 1 Read-Aloud |
| | | p. 69 Investigation 4 Day 3 Read-Aloud |
| | | p. 73 Investigation 4 Day 3 Read-Aloud |
| | | p. 73 Investigation 5 Day 1 Read-Aloud |
| | | p. 75 Investigation 5 Day 2 Read-Aloud |
| | | p. 77 Investigation 5 Day 2 Read-Aloud |
| | | p. 79 Investigation 5 Day 4 Read-Aloud |
| | | p. 80 Investigation 5 Day 5 Large Group |
| | | p. 81 Investigation 5 Day 5 Read-Aloud |
| | | p. 95 Celebrating Learning Day 1 Read-Aloud |
| | | p. 95 Celebrating Learning Day 1 Small Group |
| | | p. 97 Celebrating Learning Day 2 Read-Aloud |
| | | |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL | | Print Concepts |
| EXPECTATION | | |
| INDICATOR | LL.2.1. | Know that print conveys meaning. |
| | | |
| | | Buildings Study |
| | | p. 15 Exploring the Topic - Day 1 Read-Aloud |
| | | p. 17 Exploring the Topic - Day 2 Read-Aloud |
| | | p. 17 Exploring the Topic - Day 2 Small Group |
| | | p. 18 Exploring the Topic - Day 3 Large Group |
| | | p. 19 Exploring the Topic - Day 3 Read-Aloud p. 21 Exploring the Topic - Day 4 Read-Aloud |
| | DE CONTRACTOR DE | ID 47 EXPLOYING THE LODIC - DOV 4 PASS-Aloud |
| | | |
| | | p. 23 Exploring the Topic - Day 5 Choice Time |
| | | p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud |
| | | p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group |
| | | p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time |
| | | p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud |
| | | p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud |
| | | p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Read-Aloud p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud |

| | | p. 35 Investigation 1 Day 4 Read-Aloud p. 36 Investigation 1 Day 5 Choice Time p. 36 Investigation 1 Day 5 Large Group p. 37 Investigation 1 Day 5 Read-Aloud p. 41 Investigation 2 Day 1 Read-Aloud p. 43 Investigation 2 Day 2 Read-Aloud p. 45 Investigation 2 Day 3 Large-Group Roundup p. 45 Investigation 2 Day 3 Read-Aloud p. 47 Investigation 2 Day 4 Read-Aloud p. 48 Investigation 2 Day 5 Large Group p. 49 Investigation 2 Day 5 Small Group p. 49 Investigation 2 Day 5 Small Group p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Read-Aloud p. 57 Investigation 3 Day 2 Read-Aloud p. 57 Investigation 3 Day 3 Small Group p. 59 Investigation 3 Day 4 Read-Aloud p. 57 Investigation 3 Day 4 Read-Aloud p. 60 Investigation 3 Day 5 Read-Aloud p. 61 Investigation 3 Day 5 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 67 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 5 Day 1 Read-Aloud p. 73 Investigation 5 Day 1 Read-Aloud p. 75 Investigation 5 Day 1 Read-Aloud p. 77 Investigation 5 Day 2 Read-Aloud p. 78 Investigation 5 Day 3 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 79 Investigation 5 Day 4 Read-Aloud p. 79 Investigation 5 Day 5 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 79 Investigation 5 Day 2 Read-Aloud p. 79 Celebrating Learning Day 1 Small Group p. 97 Celebrating Learning Day 2 Read-Aloud |
|-----------|---------|--|
| INDICATOR | LL.2.2. | p. 97 Celebrating Learning Day 2 Small Group Understand some basic print conventions and characteristics of books. Buildings Study p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 29 Investigation 1 Day 1 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 1 Day 5 Read-Aloud |
| | | p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 49 Investigation 2 Day 5 Read-Aloud p. 53 Investigation 3 Day 1 Read-Aloud p. 59 Investigation 3 Day 4 Read-Aloud p. 65 Investigation 4 Day 1 Read-Aloud p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 75 Investigation 5 Day 2 Read-Aloud p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case forms. Buildings Study p 97 Celebrating Learning Day 2 Mighty Minutes p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group |

| | | p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 35 Investigation 1 Day 4 Small Group p. 37 Investigation 1 Day 5 Mighty Minutes p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Mighty Minutes p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 45 Investigation 2 Day 3 Small Group p. 57 Investigation 2 Day 3 Small Group p. 57 Investigation 4 Day 1 Large Group p. 64 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Mighty Minutes p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Mighty Minutes p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group |
|-------------------------|---------|---|
| | | p. 94 Celebrating Learning Day 1 Choice Time |
| | | p. 97 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.2.4. | Understand that the sounds of language are represented in print by letters and words. Buildings Study p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group p. 77 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonological Awareness |
| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. Buildings Study p. 29 Investigation 1 Day 1 Mighty Minutes p. 47 Investigation 2 Day 4 Mighty Minutes p. 49 Investigation 2 Day 5 Mighty Minutes p. 53 Investigation 3 Day 1 Mighty Minutes p. 68 Investigation 4 Day 3 Large Group p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Mighty Minutes p. 75 Investigation 5 Day 2 Mighty Minutes |
| INDICATOR | LL.2.6. | Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. Buildings Study p. 33 Investigation 1 Day 3 Small Group p. 35 Investigation 1 Day 4 Small Group p. 40 Investigation 2 Day 1 Large Group p. 57 Investigation 3 Day 3 Mighty Minutes p. 59 Investigation 3 Day 4 Mighty Minutes |

| | | p. 69 Investigation 4 Day 3 Small Group |
|-------------------------|---------|---|
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonics and Word Recognition |
| INDICATOR | LL.2.7. | Know that each letter has its own sound(s) and identify some letter sounds. Buildings Study p. 15 Exploring the Topic - Day 1 Mighty Minutes p. 21 Exploring the Topic - Day 4 Small Group p. 35 Investigation 1 Day 4 Small Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Choice Time p. 43 Investigation 2 Day 2 Small Group p. 45 Investigation 2 Day 3 Small Group p. 61 Investigation 3 Day 5 Small Group p. 65 Investigation 4 Day 1 Small Group p. 77 Investigation 5 Day 3 Small Group p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group p. 94 Celebrating Learning Day 1 Choice Time |
| INDICATOR | LL.2.8. | Recognize familiar print in the environment (e.g., traffic signs, store logos, own name). Buildings Study p. 65 Investigation 4 Day 1 Small Group p. 69 Investigation 4 Day 3 Small Group p. 77 Investigation 5 Day 3 Small Group p. 78 Investigation 5 Day 4 Large Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Text Types and Purposes |
| INDICATOR | LL.3.2. | Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes). Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Production and Distribution of Writing |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper). Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 41 Investigation 2 Day 1 Small Group p. 43 Investigation 2 Day 2 Small Group p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group p. 72 Investigation 5 Day 1 Choice Time p. 79 Investigation 5 Day 4 Small Group p. 81 Investigation 5 Day 5 Small Group |

| INDICATOR | LL.3.4. | Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas. |
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| | | Buildings Study |
| | | p. 16 Exploring the Topic - Day 2 Large Group |
| | | p. 30 Investigation 1 Day 2 Large Group |
| | | p. 41 Investigation 2 Day 1 Small Group |
| | | p. 43 Investigation 2 Day 2 Small Group |
| | | p. 54 Investigation 3 Day 2 Large Group p. 66 Investigation 4 Day 2 Large Group |
| | | p. 72 Investigation 5 Day 1 Choice Time |
| | | p. 79 Investigation 5 Day 4 Small Group |
| | | p. 81 Investigation 5 Day 5 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Research to Build and Present Knowledge |
| INDICATOR | LL.3.5. | Use a variety of ways to find information and solve problems. |
| | | Buildings Study |
| | | p. 15 Exploring the Topic - Day 1 Read-Aloud |
| | | p. 17 Exploring the Topic - Day 2 Read-Aloud |
| | | p. 17 Exploring the Topic - Day 2 Small Group p. 27 Investigation 1 Outdoor Experiences |
| | | p. 31 Investigation 1 Outdoor Experiences |
| | | p. 45 Investigation 2 Day 3 Choice Time |
| | | p. 74 Investigation 5 Day 2 Choice Time |
| | | p. 94 Celebrating Learning Day 1 Choice Time |
| | | p. 94 Celebrating Learning Day 1 Large Group |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration |
| INDICATOR | LL.4.1. | Engage in conversations. |
| | | Buildings Study |
| | | p. 13 Exploring the Topic - Outdoor Experiences |
| | | p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group |
| | | p. 15 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Large-Group Roundup |
| | | p. 15 Exploring the Topic - Day 1 Small Group |
| | | p. 16 Exploring the Topic - Day 2 Large Group |
| | | p. 17 Exploring the Topic - Day 2 Large-Group Roundup |
| | | p. 17 Exploring the Topic - Day 2 Small Group |
| | | p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group |
| | | p. 19 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup |
| | | p. 19 Exploring the Topic - Day 3 Small Group |
| | | p. 20 Exploring the Topic - Day 4 Large Group |
| | | p. 21 Exploring the Topic - Day 4 Large-Group Roundup |
| | | p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Large Group |
| | | p. 23 Exploring the Topic - Day 5 Large Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup |
| | | p. 23 Exploring the Topic - Day 5 Small Group |
| | | p. 27 Investigation 1 Outdoor Experiences |
| | | p. 28 Investigation 1 Day 1 Large Group |
| | | p. 29 Investigation 1 Day 1 Large-Group Roundup |
| | | p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group |
| | | p. 30 Investigation 1 Day 1 Small Group |
| | | p. 31 Investigation 1 Day 2 Large-Group Roundup |
| | | p. 31 Investigation 1 Day 2 Small Group |
| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Large-Group Roundup |
| |] | p. 33 Investigation 1 Day 3 Read-Aloud |

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p. 33 Investigation 1 Day 3 Small Group
p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Large-Group Roundup
p. 35 Investigation 1 Day 4 Small Group
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Read-Aloud
p. 37 Investigation 1 Day 5 Small Group
p. 39 Investigation 2 Outdoor Experiences
p. 40 Investigation 2 Day 1 Choice Time
p. 40 Investigation 2 Day 1 Large Group
p. 41 Investigation 2 Day 1 Large-Group Roundup
p. 41 Investigation 2 Day 1 Small Group
p. 42 Investigation 2 Day 2 Large Group
p. 43 Investigation 2 Day 2 Choice Time
p. 43 Investigation 2 Day 2 Large-Group Roundup
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Choice Time
p. 45 Investigation 2 Day 3 Large-Group Roundup
p. 45 Investigation 2 Day 3 Small Group
p. 46 Investigation 2 Day 4 Large Group
p. 47 Investigation 2 Day 4 Large-Group Roundup
p. 47 Investigation 2 Day 4 Small Group
p. 48 Investigation 2 Day 5 Choice Time
p. 48 Investigation 2 Day 5 Large Group
p. 49 Investigation 2 Day 5 Large-Group Roundup
p. 49 Investigation 2 Day 5 Read-Aloud
p. 49 Investigation 2 Day 5 Small Group
p. 51 Investigation 3 Outdoor Experiences
p. 52 Investigation 3 Day 1 Choice Time
p. 52 Investigation 3 Day 1 Large Group
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 53 Investigation 3 Day 1 Read-Aloud
p. 53 Investigation 3 Day 1 Small Group
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Choice Time
p. 55 Investigation 3 Day 2 Large-Group Roundup
p. 55 Investigation 3 Day 2 Small Group
p. 56 Investigation 3 Day 3 Choice Time
p. 56 Investigation 3 Day 3 Large Group
p. 57 Investigation 3 Day 3 Large-Group Roundup
p. 57 Investigation 3 Day 3 Small Group
p. 58 Investigation 3 Day 4 Choice Time
p. 58 Investigation 3 Day 4 Large Group
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Read-Aloud
p. 59 Investigation 3 Day 4 Small Group
p. 60 Investigation 3 Day 5 Choice Time
p. 60 Investigation 3 Day 5 Large Group
p. 61 Investigation 3 Day 5 Large-Group Roundup
p. 61 Investigation 3 Day 5 Small Group
p. 63 Investigation 4 Outdoor Experience
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 65 Investigation 4 Day 1 Large-Group Roundup
p. 65 Investigation 4 Day 1 Read-Aloud
p. 65 Investigation 4 Day 1 Small Group
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Large-Group Roundup
p. 67 Investigation 4 Day 2 Read-Aloud
p. 67 Investigation 4 Day 2 Small Group
p. 68 Investigation 4 Day 3 Large Group
p. 69 Investigation 4 Day 3 Choice Time
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| | | p. 69 Investigation 4 Day 3 Large-Group Roundup p. 69 Investigation 4 Day 3 Read-Aloud p. 69 Investigation 4 Day 3 Small Group p. 71 Investigation 5 Outdoor Experiences p. 72 Investigation 5 Day 1 Choice Time p. 72 Investigation 5 Day 1 Large Group p. 73 Investigation 5 Day 1 Large-Group Roundup p. 73 Investigation 5 Day 1 Small Group p. 74 Investigation 5 Day 2 Choice Time p. 74 Investigation 5 Day 2 Large Group p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Large-Group Roundup p. 75 Investigation 5 Day 2 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Large-Group p. 77 Investigation 5 Day 3 Large-Group p. 77 Investigation 5 Day 3 Large-Group p. 78 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Large Group p. 79 Investigation 5 Day 4 Small Group p. 79 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Choice Time p. 80 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Small Group p. 81 Investigation 5 Day 5 Large Group p. 81 Investigation 5 Day 5 Large Group p. 93 Celebrating Learning Day 1 Choice Time p. 94 Celebrating Learning Day 1 Large Group p. 95 Celebrating Learning Day 1 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group p. 98 Celebrating Learning Day 2 Large Group p. 99 Celebrating Learning Day 2 Large Group p. 96 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Large Group p. 98 Celebrating Learning Day 2 Large Group p. 99 Celebrating Learning Day 2 Large Group p. 97 Celebrating Learning Day 2 Small Group |
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| DENCLIMADI/ | 11.4 | |
| | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas |
| INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 23 Exploring the Topic - Day 5 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 29 Investigation 1 Day 1 Read-Aloud p. 30 Investigation 1 Day 2 Large Group p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 37 Investigation 1 Day 5 Read-Aloud p. 42 Investigation 2 Day 2 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 49 Investigation 2 Day 5 Small Group p. 53 Investigation 3 Day 1 Read-Aloud p. 53 Investigation 3 Day 1 Small Group p. 55 Investigation 3 Day 2 Small Group p. 55 Investigation 3 Day 4 Large Group p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Read-Aloud |

| | | p. 73 Investigation 5 Day 1 Small Group |
|-------------------------|---------|---|
| | | p. 75 Investigation 5 Day 2 Read-Aloud |
| | | p. 94 Celebrating Learning Day 1 Choice Time |
| | | p. 97 Celebrating Learning Day 2 Large Group Roundup |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Conventions of Standard English |
| INDICATOR | LL.5.1. | Apply basic grammatical structures in spoken language. |
| | | |
| | | Buildings Study |
| | | p. 29 Investigation 1 Day 1 Small Group |
| | | p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group |
| | | p. 37 Investigation 1 Day 5 Small Group |
| | | p. 39 Investigation 2 Outdoor Experiences |
| | | p. 41 Investigation 2 Day 1 Large-Group Roundup |
| | | p. 49 Investigation 2 Day 5 Small Group |
| | | p. 69 Investigation 4 Day 3 Choice Time |
| | | p. 71 Investigation 5 Outdoor Experiences |
| | | p. 75 Investigation 5 Day 2 Small Group |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Knowledge of Language |
| INDICATOR | LL.5.2. | Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.) |
| | | , |
| | | Buildings Study |
| | | p. 14 Exploring the Topic - Day 1 Large Group |
| | | p. 16 Exploring the Topic - Day 2 Large Group |
| | | p. 17 Exploring the Topic - Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Small Group |
| | | p. 18 Exploring the Topic - Day 2 Small Group |
| | | p. 19 Exploring the Topic - Day 3 Mighty Minutes |
| | | p. 20 Exploring the Topic - Day 4 Large Group |
| | | p. 21 Exploring the Topic - Day 4 Mighty Minutes |
| | | p. 21 Exploring the Topic - Day 4 Read-Aloud |
| | | p. 22 Exploring the Topic - Day 5 Large Group |
| | | p. 23 Exploring the Topic - Day 5 Small Group |
| | | p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Large-Group Roundup |
| | | p. 29 Investigation 1 Day 1 Earge-Group Roundup |
| | | p. 30 Investigation 1 Day 2 Large Group |
| | | p. 31 Investigation 1 Day 2 Small Group |
| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Mighty Minutes |
| | | p. 33 Investigation 1 Day 3 Small Group |
| | | p. 34 Investigation 1 Day 4 Large Group |
| | | p. 35 Investigation 1 Day 4 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group |
| | | p. 37 Investigation 1 Day 5 Large Gloup |
| | | p. 39 Investigation 2 Outdoor Experiences |
| | | p. 40 Investigation 2 Day 1 Large Group |
| | | p. 41 Investigation 2 Day 1 Mighty Minutes |
| | | p. 42 Investigation 2 Day 2 Large Group |
| | | p. 43 Investigation 2 Day 2 Choice Time |
| | | p. 43 Investigation 2 Day 2 Mighty Minutes |
| | | p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time |
| | | p. 46 Investigation 2 Day 4 Large Group |
| | | p. 47 Investigation 2 Day 4 Large Gloup p. 47 Investigation 2 Day 4 Mighty Minutes |
| | | p. 48 Investigation 2 Day 5 Large Group |
| | | p. 49 Investigation 2 Day 5 Mighty Minutes |
| | | p. 49 Investigation 2 Day 5 Small Group |

| | | p. 51 Investigation 3 Outdoor Experiences |
|-----------------------------------|-------|---|
| | | p. 52 Investigation 3 Day 1 Large Group |
| | | p. 53 Investigation 3 Day 1 Mighty Minutes |
| | | p. 54 Investigation 3 Day 2 Large Group |
| | | p. 56 Investigation 3 Day 3 Large Group |
| | | p. 57 Investigation 3 Day 3 Small Group |
| | | p. 58 Investigation 3 Day 4 Large Group |
| | | p. 60 Investigation 3 Day 5 Large Group |
| | | p. 61 Investigation 3 Day 5 Small Group |
| | | p. 64 Investigation 4 Day 1 Large Group |
| | | p. 65 Investigation 4 Day 1 Mighty Minutes |
| | | p. 65 Investigation 4 Day 1 Small Group |
| | | p. 66 Investigation 4 Day 2 Large Group |
| | | p. 68 Investigation 4 Day 3 Large Group |
| | | p. 69 Investigation 4 Day 3 Small Group |
| | | p. 71 Investigation 5 Outdoor Experiences |
| | | p. 72 Investigation 5 Day 1 Large Group |
| | | p. 73 Investigation 5 Day 1 Mighty Minutes |
| | | p. 73 Investigation 5 Day 1 Small Group |
| | | p. 74 Investigation 5 Day 2 Large Group |
| | | p. 76 Investigation 5 Day 3 Large Group |
| | | p. 77 Investigation 5 Day 3 Mighty Minutes |
| | | p. 78 Investigation 5 Day 4 Large Group |
| | | p. 79 Investigation 5 Day 4 Choice Time |
| | | p. 79 Investigation 5 Day 4 Large-Group Roundup |
| | | p. 79 Investigation 5 Day 4 Mighty Minutes |
| | | p. 80 Investigation 5 Day 5 Choice Time |
| | | p. 80 Investigation 5 Day 5 Large Group |
| | | p. 81 Investigation 5 Day 5 Mighty Minutes |
| | | p. 93 Celebrating Learning Outdoor Experiences |
| | | p. 94 Celebrating Learning Day 1 Large Group |
| | | p. 96 Celebrating Learning Day 2 Large Group |
| | | |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.5. | Students understand and apply the characteristics of language. Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use |
| GRADE LEVEL | LL.5. | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Schoice Time p. 23 Exploring the Topic - Day 5 Choice Time |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 24 Exploring the Topic - Day 5 Choice Time p. 25 Exploring the Topic - Day 5 Choice Time p. 26 Exploring the Topic - Day 5 Choice Time p. 27 Exploring the Topic - Day 5 Choice Time p. 28 Exploring the Topic - Day 5 Choice Time p. 29 Exploring the Topic - Day 5 Choice Time |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Read-Aloud p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Small Group p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Choice Time p. 24 Exploring the Topic - Day 5 Choice Time p. 25 Exploring the Topic - Day 5 Choice Time p. 26 Exploring the Topic - Day 5 Choice Time p. 27 Exploring the Topic - Day 5 Choice Time p. 28 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 21 Exploring the Topic - Day 4 Large-Group Roundup p. 22 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Small Group p. 24 Exploring the Topic - Day 5 Small Group p. 25 Exploring the Topic - Day 5 Small Group p. 26 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Choice Time p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Small Group p. 22 Exploring the Topic - Day 5 Choice Time p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Buildings Study p. 14 Exploring the Topic - Day 1 Choice Time p. 14 Exploring the Topic - Day 1 Large Group p. 15 Exploring the Topic - Day 1 Small Group p. 16 Exploring the Topic - Day 2 Large Group p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 17 Exploring the Topic - Day 2 Large-Group Roundup p. 18 Exploring the Topic - Day 3 Choice Time p. 18 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Large-Group Roundup p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 3 Read-Aloud p. 19 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 4 Choice Time p. 21 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Large-Group Roundup p. 23 Exploring the Topic - Day 5 Small Group p. 23 Exploring the Topic - Day 5 Small Group p. 29 Investigation 1 Day 1 Read-Aloud p. 29 Investigation 1 Day 1 Small Group p. 30 Investigation 1 Day 2 Choice Time p. 30 Investigation 1 Day 2 Large Group |

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p. 34 Investigation 1 Day 4 Large Group
p. 35 Investigation 1 Day 4 Large-Group Roundup
p. 35 Investigation 1 Day 4 Small Group
p. 36 Investigation 1 Day 5 Large Group
p. 37 Investigation 1 Day 5 Large-Group Roundup
p. 37 Investigation 1 Day 5 Mighty Minutes
p. 37 Investigation 1 Day 5 Read-Aloud
p. 41 Investigation 2 Day 1 Small Group
p. 43 Investigation 2 Day 2 Mighty Minutes
p. 43 Investigation 2 Day 2 Small Group
p. 44 Investigation 2 Day 3 Large Group
p. 45 Investigation 2 Day 3 Choice Time
p. 45 Investigation 2 Day 3 Small Group
p. 47 Investigation 2 Day 4 Read-Aloud
p. 48 Investigation 2 Day 5 Choice Time
p. 49 Investigation 2 Day 5 Large-Group Roundup
p. 52 Investigation 3 Day 1 Choice Time
p. 53 Investigation 3 Day 1 Large-Group Roundup
p. 53 Investigation 3 Day 1 Read-Aloud
p. 53 Investigation 3 Day 1 Small Group
p. 54 Investigation 3 Day 2 Large Group
p. 55 Investigation 3 Day 2 Large-Group Roundup
p. 55 Investigation 3 Day 2 Mighty Minutes
p. 55 Investigation 3 Day 2 Small Group
p. 56 Investigation 3 Day 3 Choice Time
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p. 57 Investigation 3 Day 3 Small Group
p. 58 Investigation 3 Day 4 Choice Time
p. 58 Investigation 3 Day 4 Large Group
p. 59 Investigation 3 Day 4 Large-Group Roundup
p. 59 Investigation 3 Day 4 Read-Aloud
p. 59 Investigation 3 Day 4 Small Group
p. 60 Investigation 3 Day 5 Choice Time
p. 60 Investigation 3 Day 5 Large Group
p. 64 Investigation 4 Day 1 Choice Time
p. 64 Investigation 4 Day 1 Large Group
p. 65 Investigation 4 Day 1 Mighty Minutes
p. 65 Investigation 4 Day 1 Read-Aloud
p. 65 Investigation 4 Day 1 Small Group
p. 66 Investigation 4 Day 2 Choice Time
p. 66 Investigation 4 Day 2 Large Group
p. 67 Investigation 4 Day 2 Large-Group Roundup
p. 67 Investigation 4 Day 2 Small Group
p. 69 Investigation 4 Day 3 Choice Time
p. 69 Investigation 4 Day 3 Large-Group Roundup
p. 69 Investigation 4 Day 3 Read-Aloud
p. 72 Investigation 5 Day 1 Choice Time
p. 72 Investigation 5 Day 1 Large Group
p. 74 Investigation 5 Day 2 Choice Time
p. 75 Investigation 5 Day 2 Read-Aloud
p. 75 Investigation 5 Day 2 Small Group
p. 76 Investigation 5 Day 3 Large Group
p. 77 Investigation 5 Day 3 Large-Group Roundup
p. 77 Investigation 5 Day 3 Small Group
p. 78 Investigation 5 Day 4 Large Group
p. 79 Investigation 5 Day 4 Choice Time
p. 79 Investigation 5 Day 4 Read-Aloud
p. 79 Investigation 5 Day 4 Small Group
p. 81 Investigation 5 Day 5 Small Group
p. 94 Celebrating Learning Day 1 Large Group
p. 95 Celebrating Learning Day 1 Read-Aloud
p. 95 Celebrating Learning Day 1 Small Group
p. 96 Celebrating Learning Day 2 Large Group
p. 96 Celebrating Learning Day 2 Choice Time
p. 97 Celebrating Learning Day 2 Read-Aloud
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| | | p. 97 Celebrating Learning Day 2 Large Group Roundup p. 97 Celebrating Learning Day 2 Small Group |
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| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Number Names and the Count Sequence |
| INDICATOR | MTH.1.1. | Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle). Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 47 Investigation 2 Day 4 Small Group p. 77 Investigation 5 Day 3 Small Group |
| INDICATOR | MTH.1.2. | Use number names with written numerals. |
| | | Buildings Study p. 73 Investigation 5 Day 1 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Count Objects |
| INDICATOR | MTH.1.4. | Demonstrate understanding of one-to-one correspondence between objects and numbers. |
| | | Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 77 Investigation 5 Day 3 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Compare Numbers |
| INDICATOR | MTH.1.6. | Demonstrates ability to compare quantities of objects. Buildings Study p. 15 Exploring the Topic - Day 1 Small Group p. 19 Exploring the Topic - Day 3 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| | | argoniaro trimitarigi |
| GRADE LEVEL EXPECTATION | | Addition as adding to, and subtraction as taking from |
| | MTH.2.1. | Addition as adding to, and subtraction as taking from Recognize that the number of objects can change when they are added or taken away from a group. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group |
| EXPECTATION | MTH.2.1. MTH.2.2. | Addition as adding to, and subtraction as taking from Recognize that the number of objects can change when they are added or taken away from a group. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group |
| EXPECTATION INDICATOR | | Addition as adding to, and subtraction as taking from Recognize that the number of objects can change when they are added or taken away from a group. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group p. 65 Investigation 4 Day 1 Mighty Minutes Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 31 Investigation 1 Day 2 Small Group |

| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. |
|-------------------------|----------|---|
| | | Buildings Study |
| | | p. 37 Investigation 1 Day 5 Small Group |
| | | p. 49 Investigation 2 Day 5 Mighty Minutes |
| | | p. 49 Investigation 2 Day 5 Small Group |
| | | p. 68 Investigation 4 Day 3 Large Group |
| | | p. 73 Investigation 5 Day 1 Mighty Minutes |
| | | p. 75 Investigation 5 Day 2 Small Group p. 77 Investigation 5 Day 3 Mighty Minutes |
| | | p. 79 Investigation 5 Day 4 Large-Group Roundup |
| | | p. 79 Investigation 5 Day 4 Mighty Minutes |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Compare measurable attributes |
| INDICATOR | MTH.3.1. | Compare objects based on their attributes (e.g., two- or three- |
| | | dimensional, containers which hold more or less of something). |
| | | Buildings Study |
| | | p. 18 Exploring the Topic - Day 3 Large Group |
| | | p. 22 Exploring the Topic - Day 5 Large Group |
| | | p. 40 Investigation 2 Day 1 Choice Time p. 55 Investigation 3 Day 2 Mighty Minutes |
| | | p. 59 Investigation 3 Day 4 Small Group |
| | | p. 60 Investigation 3 Day 5 Large Group |
| | | p. 67 Investigation 4 Day 2 Small Group |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL | | Classify objects |
| EXPECTATION | | |
| INDICATOR | MTH.3.3. | Order objects by size and length. |
| | | Buildings Study |
| | | p. 18 Exploring the Topic - Day 3 Large Group p. 22 Exploring the Topic - Day 5 Large Group |
| | | p. 40 Investigation 2 Day 1 Choice Time |
| | | p. 55 Investigation 3 Day 2 Mighty Minutes |
| | | p. 60 Investigation 3 Day 5 Large Group |
| | | p. 67 Investigation 4 Day 2 Small Group |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Identify and describe shapes |
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three- dimensional shapes. |
| | | |
| | | Buildings Study |
| | | p 97 Celebrating Learning Day 2 Mighty Minutes p. 17 Exploring the Topic - Day 2 Mighty Minutes |
| | | p. 40 Investigation 2 Day 1 Large Group |
| | | p. 43 Investigation 2 Day 2 Mighty Minutes |
| | | p. 45 Investigation 2 Day 3 Mighty Minutes |
| | | p. 53 Investigation 3 Day 1 Small Group |
| | | p. 54 Investigation 3 Day 2 Large Group p. 57 Investigation 3 Day 3 Small Group |
| | | p. 64 Investigation 4 Day 1 Large Group |
| | | p. 65 Investigation 4 Day 1 Large-Group Roundup |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |
| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or |
| | | position of objects. |

| | | Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 29 Investigation 1 Day 1 Small Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 55 Investigation 3 Day 2 Mighty Minutes p. 81 Investigation 5 Day 5 Large-Group Roundup p. 81 Investigation 5 Day 5 Mighty Minutes |
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| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.1. | Know and describe the sequence of daily routines. Buildings Study p. 17 Exploring the Topic - Day 2 Small Group p. 61 Investigation 3 Day 5 Read-Aloud |
| INDICATOR | SCI.1.2. | Recognize and inquire about simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet). Buildings Study p. 32 Investigation 1 Day 3 Large Group |
| INDICATOR | SCI.1.3. | Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle). Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 19 Exploring the Topic - Day 3 Mighty Minutes p. 36 Investigation 1 Day 5 Large Group p. 61 Investigation 3 Day 5 Mighty Minutes p. 96 Celebrating Learning Day 2 Large Group |
| BENCHMARK | SCI.2. | Students use the process of science inquiry. |
| GRADE LEVEL EXPECTATION | | Scientific Inquiry |
| INDICATOR | SCI.2.1. | Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment. Buildings Study p. 45 Investigation 2 Day 3 Choice Time p. 46 Investigation 2 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 67 Investigation 4 Day 2 Small Group p. 69 Investigation 4 Day 3 Small Group p. 76 Investigation 5 Day 3 Choice Time p. 97 Celebrating Learning Day 2 Small Group |
| INDICATOR | SCI.2.2. | Use their five senses to manipulate materials and learn about the environment. Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 21 Exploring the Topic - Day 4 Small Group p. 30 Investigation 1 Day 2 Large Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group p. 95 Celebrating Learning Day 1 Small Group |
| INDICATOR | SCI.2.3. | Gather and record simple information through discussions and drawings about their environment (e.g., weather). |

| | | Buildings Study p. 16 Exploring the Topic - Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 46 Investigation 2 Day 4 Choice Time p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Large-Group Roundup p. 60 Investigation 3 Day 5 Choice Time p. 66 Investigation 4 Day 2 Choice Time p. 66 Investigation 4 Day 2 Large Group |
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| INDICATOR | SCI.2.4. | Make predictions and generate ideas based on past experience, observations, and information. Buildings Study p. 56 Investigation 3 Day 3 Choice Time p. 58 Investigation 3 Day 4 Choice Time p. 58 Investigation 3 Day 4 Large Group p. 59 Investigation 3 Day 4 Small Group p. 60 Investigation 3 Day 5 Choice Time p. 64 Investigation 4 Day 1 Choice Time |
| BENCHMARK | SCI.3. | Students understand the basic concepts and principles of physical science. |
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Buildings Study P. 16 Exploring the Topic - Day 2 Large Group P. 17 Exploring the Topic - Day 2 Small Group P. 18 Exploring the Topic - Day 3 Large Group P. 19 Exploring the Topic - Day 3 Small Group P. 19 Exploring the Topic - Day 4 Small Group P. 21 Exploring the Topic - Day 4 Small Group P. 22 Exploring the Topic - Day 5 Large Group P. 27 Investigation 1 Outdoor Experiences P. 30 Investigation 1 Day 2 Large Group P. 35 Investigation 1 Day 2 Large Group P. 40 Investigation 2 Day 1 Large Group P. 41 Investigation 2 Day 1 Small Group P. 43 Investigation 2 Day 2 Mighty Minutes P. 43 Investigation 2 Day 2 Small Group P. 48 Investigation 2 Day 5 Large Group P. 53 Investigation 3 Day 1 Large-Group Roundup P. 53 Investigation 3 Day 1 Large-Group Roundup P. 55 Investigation 3 Day 2 Large-Group Roundup P. 55 Investigation 3 Day 2 Large-Group Roundup P. 55 Investigation 3 Day 2 Large-Group Roundup P. 57 Investigation 3 Day 3 Large-Group Roundup P. 59 Investigation 3 Day 4 Large-Group Roundup P. 59 Investigation 3 Day 4 Small Group P. 60 Investigation 3 Day 4 Small Group P. 61 Investigation 3 Day 5 Large Group P. 61 Investigation 4 Day 2 Large Group P. 61 Investigation 4 Day 2 Small Group P. 61 Investigation 5 Day 4 Small Group P. 61 Investigation 5 Day 4 Small Group P. 61 Investigation 5 Day 4 Small Group P. 61 Investigation 5 Day 5 Small Group P. 62 Investigation 5 Day 5 Small Group P. 63 Investigation 5 Day 5 Small Group P. 64 Investigation 5 Day 5 Small Group P. 65 Celebrating Learning Day 1 Large Group Roundup P. 66 Celebrating Learning Day 2 Choice Time P. 95 Celebrating Learning Day 2 Choice Time P. 97 Celebrating Learning Day 2 Choice Time P. 97 Celebrating Learning Day 2 Choice Time P. 97 Celebrating Learning Day 2 Small Group P. 98 Celebrating Learning Day 2 Choice Time P. 97 Celebrating Learning Day 2 Small Group P. 98 Celebrating Lear |

| INDICATOR | SCI.3.2. | Observe and describe the physical properties of materials (e.g., liquids or solids found in the everyday environment). |
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| | | Buildings Study p. 18 Exploring the Topic - Day 3 Large Group p. 19 Exploring the Topic - Day 3 Small Group p. 21 Exploring the Topic - Day 4 Mighty Minutes p. 22 Exploring the Topic - Day 5 Large Group p. 32 Investigation 1 Day 3 Large Group p. 40 Investigation 2 Day 1 Large Group p. 43 Investigation 2 Day 2 Mighty Minutes p. 52 Investigation 3 Day 1 Choice Time p. 52 Investigation 3 Day 1 Large Group p. 53 Investigation 3 Day 1 Small Group p. 54 Investigation 3 Day 2 Large Group p. 55 Investigation 3 Day 2 Choice Time p. 56 Investigation 3 Day 3 Choice Time p. 56 Investigation 3 Day 3 Large Group p. 57 Investigation 3 Day 3 Small Group p. 58 Investigation 3 Day 4 Choice Time p. 60 Investigation 3 Day 5 Choice Time p. 60 Investigation 3 Day 5 Large Group p. 61 Investigation 3 Day 5 Read-Aloud p. 64 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 1 Choice Time p. 72 Investigation 5 Day 3 Choice Time p. 74 Investigation 5 Day 3 Choice Time p. 75 Investigation 5 Day 3 Choice Time p. 76 Investigation 5 Day 3 Read-Aloud |
| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.1. | Students apply social studies skills and resources. |
| GRADE LEVEL EXPECTATION | 00.11 | Map Skills |
| INDICATOR | SS.1.2. | Understand that maps, visuals, and objects can represent places. Buildings Study p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 64 Investigation 4 Day 1 Choice Time p. 69 Investigation 4 Day 3 Choice Time |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, community, and family life. Buildings Study p. 14 Exploring the Topic - Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 44 Investigation 2 Day 3 Large Group p. 45 Investigation 2 Day 3 Choice Time p. 48 Investigation 2 Day 5 Large Group |

Clothes Study
State: North Dakota Pre-Kindergarten Content Standards

Subject: Early Childhood Education Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
|-------------------------|----------|---|
| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 027 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Social Competence |
| INDICATOR | SED.2.2. | Communicate with peer or adult when encountering challenges. Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Interactions with Peers and Adults |
| INDICATOR | SED.2.7. | Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect). Clothes Study p. 066 Investigation 4 Day 3 Choice Time |

| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
|-------------------------|----------|--|
| BENCHMARK | APL.1. | Students demonstrate habits of mind and dispositions important to learning. |
| GRADE LEVEL EXPECTATION | | Engagement and Persistence |
| INDICATOR | APL.1.5. | Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem. Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Imagination, Invention, and Creativity |
| INDICATOR | APL.2.3. | Engage in cooperative activities. Clothes Study p. 066 Investigation 4 Day 3 Choice Time |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Pretend play |
| INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy situations. Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 2 Highty Minutes p. 053 Investigation 3 Day 3 Large Group p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Choice Time p. 059 Investigation 3 Day 3 Smighty Minutes p. 063 Investigation 3 Day 1 Small Group p. 077 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 3 Large-Group Roundup p. 077 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 2 Righty Minutes p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 7 Day 3 Choice Time p. 084 Investigation 7 Day 3 Choice Time p. 084 Investigation 7 Day 3 Choice Time p. 084 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Choice Time |
| INDICATOR | APL.2.6. | Engages in elaborate sustained imagined play and can distinguish between real life and fantasy. |

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| | | Clothes Study p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 029 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 2 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Small Group p. 072 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 076 Investigation 6 Outdoor Experience p. 078 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 3 Mighty Minutes p. 083 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 7 Day 3 Choice Time p. 084 Investigation 7 Day 3 Large Group p. 094 Investigation 7 Day 3 Large Group |
| | | p. 094 Investigation 7 Day 3 Large Group |
| CONTENT STANDARD | ND.PD. | Physical Development |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Skills |
| INDICATOR | PD.1.1. | Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment). Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes |
| INDICATOR | PD.1.2. | Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing). Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group |

| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
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| GRADE LEVEL EXPECTATION | | Control in Movement |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). |
| | | Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group |
| | | p. 047 Investigation 2 Day 4 Mighty Minutes p. 055 Investigation 3 Day 3 Small Group |
| | | p. 061 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time |
| | | p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 077 Investigation 6 Outdoor Experience |
| | | p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes |
| INDICATOR | PD.1.4. | Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam). |
| | | Clothes Study p. 055 Investigation 3 Day 3 Small Group p. 061 Investigation 4 Outdoor Experiences |
| INDICATOR | PD.1.5. | Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring). |
| | | Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time |
| INDICATOR | PD.1.6. | Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils). |
| | | Clothes Study p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time |
| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| INDICATOR | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. |
| | | Clothes Study p. 064 Investigation 4 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 081 Investigation 6 Day 2 Mighty Minutes |
| BENCHMARK | PD.4. | Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness. |
| GRADE LEVEL EXPECTATION | | Physiological Response to Physical Activity |
| INDICATOR | PD.4.2. | Exhibit control, strength, and dexterity in hand muscles. |

| | | Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 053 Investigation 3 Day 2 Small Group p. 085 Investigation 6 Day 4 Choice Time |
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| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |
| GRADE LEVEL EXPECTATION | | Movement Elements |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. |
| | | Clothes Study p. 081 Investigation 6 Day 2 Mighty Minutes |
| BENCHMARK | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. Clothes Study |
| | | p. 014 Exploring the Topic Day 1 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Small Group p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 051 Investigation 3 Day 1 Mighty Minutes p. 053 Investigation 3 Day 1 Mighty Minutes p. 054 Investigation 3 Day 3 Choice Time p. 054 Investigation 3 Day 3 Large Group p. 059 Investigation 3 Day 5 Mighty Minutes p. 063 Investigation 3 Day 5 Small Group p. 072 Investigation 4 Day 1 Small Group p. 072 Investigation 5 Day 2 Choice Time p. 075 Investigation 5 Day 2 Choice Time p. 075 Investigation 6 Day 1 Large Group p. 077 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Large Group p. 079 Investigation 6 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 083 Investigation 6 Day 2 Mighty Minutes p. 085 Investigation 6 Day 4 Mighty Minutes p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Singing |
| INDICATOR | ART.3.1. | Sing to music. Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group |

| | | p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 032 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Small Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Large Group p. 050 Investigation 3 Day 4 Large Group p. 051 Investigation 3 Day 2 Large Group p. 052 Investigation 3 Day 3 Large Group p. 055 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 3 Large Group p. 056 Investigation 3 Day 4 Large Group p. 056 Investigation 3 Day 5 Large Group p. 056 Investigation 4 Day 2 Large Group p. 061 Investigation 4 Day 1 Large Group p. 062 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Large Group p. 066 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 2 Large Group p. 071 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 2 Small Group p. 073 Investigation 5 Day 2 Small Group p. 074 Investigation 5 Day 2 Small Group p. 075 Investigation 5 Day 3 Small Group p. 076 Investigation 5 Day 3 Large Group p. 077 Investigation 6 Day 3 Large Group p. 078 Investigation 6 Day 3 Large Group p. 081 Investigation 6 Day 1 Large Group p. 082 Investigation 6 Day 2 Large Group p. 084 Investigation 6 Day 4 Large Group p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Large Group p. 088 Investigation 6 Day 5 Large Group p. 089 Investigation 7 Day 1 Large Group p. 081 Investigation 7 Day 2 Large Group p. 084 Investigation 7 Day 2 Large Group p. 095 Investigation 7 Day 2 Large Group p. 096 Investigation 7 Day 2 Large Group p. 097 Investigation 7 |
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| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Listening |
| INDICATOR | ART.3.3. | Listen to music with attention. Clothes Study p. 027 Investigation 1 Outdoor Experiences |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Visual Art Media, Techniques, and Processes |
| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes. Clothes Study p. 020 Exploring the Topic Day 4 Large Group p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group |

| | | p. 043 Investigation 2 Day 2 Large-Group Roundup |
|-------------------------|----------|---|
| | | p. 045 Investigation 2 Day 3 Small Group |
| | | p. 050 Investigation 3 Day 1 Choice Time |
| | | p. 051 Investigation 3 Day 1 Small Group p. 051 Investigation 3 Day 1 Large-Group Roundup |
| | | p. 055 Investigation 3 Day 1 Earge-Group Roundup |
| | | p. 058 Investigation 3 Day 5 Choice Time |
| | | p. 059 Investigation 3 Day Large-Group Roundup |
| | | p. 063 Investigation 4 Day 1 Choice Time |
| | | p. 067 Investigation 4 Day 3 Small Group |
| | | p. 072 Investigation 5 Day 2 Large Group |
| | | p. 074 Investigation 5 Day 3 Choice Time |
| | | p. 081 Investigation 6 Day 2 Small Group p. 085 Investigation 6 Day 4 Large-Group Roundup |
| | | p. 087 Investigation 6 Day 4 Large-Group Roundup |
| | | p. 091 Investigation 7 Day 1 Small Group |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| INDICATOR | ART.4.2. | Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. |
| | | Joseph Magnes, and Model |
| | | Clothes Study |
| | | p. 020 Exploring the Topic Day 4 Large Group |
| | | p. 035 Investigation 1 Day 4 Small Group |
| | | p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group |
| | | p. 043 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Large-Group Roundup |
| | | p. 045 Investigation 2 Day 2 Earge-Group Roundup |
| | | p. 050 Investigation 3 Day 1 Choice Time |
| | | p. 051 Investigation 3 Day 1 Small Group |
| | | p. 051 Investigation 3 Day 1 Large-Group Roundup |
| | | p. 055 Investigation 3 Day 3 Small Group |
| | | p. 058 Investigation 3 Day 5 Choice Time |
| | | p. 059 Investigation 3 Day Large-Group Roundup |
| | | p. 063 Investigation 4 Day 1 Choice Time p. 067 Investigation 4 Day 3 Small Group |
| | | p. 072 Investigation 5 Day 2 Large Group |
| | | p. 074 Investigation 5 Day 3 Choice Time |
| | | p. 081 Investigation 6 Day 2 Small Group |
| | | p. 085 Investigation 6 Day 4 Large-Group Roundup |
| | | p. 087 Investigation 6 Day 5Large-Group Roundup |
| | | p. 091 Investigation 7 Day 1 Small Group |
| | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Connections |
| INDICATOR | ART.4.3. | Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations. |
| | | |
| | | Clothes Study |
| | | p. 020 Exploring the Topic Day 4 Large Group |
| | | p. 035 Investigation 1 Day 4 Small Group p. 040 Investigation 2 Day 1 Large Group |
| | | p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Small Group |
| | | p. 043 Investigation 2 Day 1 Sman Group |
| | | p. 045 Investigation 2 Day 3 Small Group |
| | | p. 050 Investigation 3 Day 1 Choice Time |
| | | p. 051 Investigation 3 Day 1 Small Group |
| | | p. 051 Investigation 3 Day 1 Large-Group Roundup |
| | | p. 055 Investigation 3 Day 3 Small Group |
| | | p. 058 Investigation 3 Day 5 Choice Time |
| | | p. 059 Investigation 3 Day Large-Group Roundup p. 063 Investigation 4 Day 1 Choice Time |
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| | | p. 067 Investigation 4 Day 3 Small Group |
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| | | p. 072 Investigation 5 Day 2 Large Group |
| | | p. 074 Investigation 5 Day 3 Choice Time |
| | | p. 081 Investigation 6 Day 2 Small Group |
| | | p. 085 Investigation 6 Day 4 Large-Group Roundup |
| | | p. 087 Investigation 6 Day 5Large-Group Roundup |
| | | p. 091 Investigation 7 Day 1 Small Group |
| CONTENT STANDARD | ND. LL. | Language and Literacy |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL | | Key Ideas and Details |
| EXPECTATION | | |
| INDICATOR | LL.1.1. | Recall and retell information from a book with attention to the main |
| | | events or major ideas. |
| | | |
| | | Clothes Study |
| | | p. 015 Exploring the Topic Day 1 Read-Aloud |
| | | p. 016 Exploring the Topic Day 2 Choice Time |
| | | p. 017 Exploring the Topic Day 2 Read-Aloud |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Read-Aloud |
| | | p. 023 Exploring the Topic Day 5 Read-Aloud |
| | | p. 023 Exploring the Topic Day 5 Small Group |
| | | p. 029 Investigation 1 Day 1 Read-Aloud |
| | | p. 029 Investigation 1 Day 1 Small Group |
| | | p. 031 Investigation 1 Day 2 Read-Aloud |
| | | p. 033 Investigation 1 Day 3 Choice Time |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 035 Investigation 1 Day 4 Read-Aloud |
| | | p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 040 Investigation 2 Day 1 Large Group |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 042 Investigation 2 Day 2 Large Group |
| | | p. 043 Investigation 2 Day 2 Read-Aloud |
| | | p. 045 Investigation 2 day 3 Read-Aloud |
| | | p. 046 Investigation 2 Day 4 Choice Time |
| | | p. 046 Investigation 2 Day 4 Large Group |
| | | p. 047 Investigation 2 Day 4 Read-Aloud |
| | | p. 047 Investigation 2 Day 4 Small Group |
| | | p. 050 Investigation 3 Day 1 Large Group |
| | | p. 051 Investigation 3 Day 1 Read-Aloud |
| | | p. 052 Investigation 3 Day 2 Large Group |
| | | p. 053 Investigation 3 Day 2 Read-Aloud |
| | | p. 055 Investigation 3 Day 3 Read-Aloud |
| | | p. 055 Investigation 3 Day 3 Small Group |
| | | p. 057 Investigation 3 Day 4 Read-Aloud |
| | | p. 057 Investigation 3 Day 4 Small Group |
| | | p. 058 Investigation 3 Day 5 Large Group |
| | | p. 059 Investigation 3 Day 5 Read-Aloud |
| | | p. 059 Investigation 3 Day 5 Small Group |
| | | p. 063 Investigation 4 Day 1 Read- Aloud |
| | | p. 065 Investigation 4 Day 2 Choice Time |
| | | p. 065 Investigation 4 Day 2 Read-Aloud |
| | | p. 066 Investigation 4 Day 3 Large Group |
| | | p. 067 Investigation 4 Day 3 Read-Aloud |
| | | p. 071 Investigation 5 Day 1 Read-Aloud |
| | | p. 071 Investigation 5 Day 1 Small Group |
| | | p. 073 Investigation 5 Day 2 Read-Aloud |
| | | p. 074 Investigation 5 Day 3 Large Group |
| | | p. 075 Investigation 5 Day 3 Read-Aloud |
| | | p. 078 Investigation 6 Day 1 Large Group |
| | | p. 079 Investigation 6 Day 1 Read-Aloud |
| | | p. 081 Investigation 6 Day 2 Read-Aloud |
| | | p. 083 Investigation 6 Day 3 Read-Aloud |
| | | p. 085 Investigation 6 Day 4 Read-Aloud |

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| | | p. 087 Investigation 6 Day 5 Read-Aloud |
| | | p. 090 Investigation 7 Day 1 Large Group |
| | | p. 091 Investigation 7 Day 1 Read-Aloud |
| | | p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud |
| | | |
| | | p. 109 Celebrating Learning Day 1 Read-Aloud |
| | | p. 110 Celebrating Learning Day 2 Large Group |
| | | p. 111 Celebrating Learning Day 2 Read-Aloud |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate to personal experiences). |
| | | Clothes Study |
| | | p. 015 Exploring the Topic Day 1 Read-Aloud |
| | | p. 016 Exploring the Topic Day 2 Choice Time |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 017 Exploring the Topic Day 2 Read-Aloud |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Read-Aloud |
| | | p. 023 Exploring the Topic Day 5 Read-Aloud |
| | | p. 023 Exploring the Topic Day 5 Small Group |
| | | p. 029 Investigation 1 Day 1 Read-Aloud |
| | | p. 029 Investigation 1 Day 1 Small Group |
| | | p. 031 Investigation 1 Day 2 Read-Aloud |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 035 Investigation 1 Day 4 Read-Aloud |
| | | p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 040 Investigation 2 Day 1 Large Group |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 042 Investigation 2 Day 2 Large Group |
| | | p. 043 Investigation 2 Day 2 Read-Aloud |
| | | p. 045 Investigation 2 day 3 Read-Aloud |
| | | p. 046 Investigation 2 Day 4 Large Group |
| | | p. 047 Investigation 2 Day 4 Read-Aloud |
| | | p. 047 Investigation 2 Day 4 Small Group |
| | | p. 050 Investigation 3 Day 1 Large Group |
| | | p. 051 Investigation 3 Day 1 Read-Aloud |
| | | p. 052 Investigation 3 Day 2 Large Group |
| | | p. 053 Investigation 3 Day 2 Read-Aloud |
| | | p. 055 Investigation 3 Day 3 Read-Aloud |
| | | p. 055 Investigation 3 Day 3 Small Group |
| | | p. 057 Investigation 3 Day 4 Read-Aloud |
| | | p. 057 Investigation 3 Day 4 Small Group |
| | | p. 058 Investigation 3 Day 5 Large Group |
| | | p. 059 Investigation 3 Day 5 Read-Aloud |
| | | p. 059 Investigation 3 Day 5 Small Group |
| | | p. 063 Investigation 4 Day 1 Read- Aloud |
| | | p. 065 Investigation 4 Day 2 Choice Time |
| | | p. 065 Investigation 4 Day 2 Read-Aloud |
| | | p. 066 Investigation 4 Day 3 Large Group |
| | | p. 067 Investigation 4 Day 3 Read-Aloud |
| | | p. 071 Investigation 5 Day 1 Read-Aloud |
| | | p. 071 Investigation 5 Day 1 Small Group |
| | | p. 073 Investigation 5 Day 2 Read-Aloud |
| | | p. 074 Investigation 5 Day 3 Large Group |
| | | p. 075 Investigation 5 Day 3 Read-Aloud |
| | | p. 078 Investigation 6 Day 1 Large Group |
| | | p. 079 Investigation 6 Day 1 Read-Aloud |
| | | p. 081 Investigation 6 Day 2 Read-Aloud |
| | | p. 083 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud |
| | | |
| | | p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud |
| | | |
| | | p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud |
| | | |
| | | p. 093 Investigation 7 Day 2 Read-Aloud |
| | | p. 095 Investigation 7 Day 3 Read-Aloud |

| | | p. 109 Celebrating Learning Day 1 Read-Aloud |
|-------------------------|---------|---|
| | | p. 110 Celebrating Learning Day 2 Large Group |
| | | p. 111 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL | | Craft and Structure |
| EXPECTATION | | |
| INDICATOR | LL.1.3. | Know that books and other reading materials have titles, authors, and often, illustrators. |
| | | Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 5 Read-Aloud p. 059 Investigation 4 Day 1 Read-Aloud p. 061 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 086 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud |
| | | p. 091 Investigation 7 Day 1 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Integration of Knowledge and Ideas |
| INDICATOR | LL.1.5. | Understand that illustrations and pictures convey meaning. Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Small Group p. 045 Investigation 2 day 3 Read-Aloud p. 046 Investigation 2 Day 4 Large Group p. 050 Investigation 3 Day 1 Large Group |
| | | p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud |
| BENCHMARK | LL.1. | p. 051 Investigation 3 Day 1 Read-Aloud p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 055 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 4 Read-Aloud p. 058 Investigation 3 Day 5 Large Group p. 059 Investigation 3 Day 5 Read-Aloud p. 071 Investigation 5 Day 1 Read-Aloud p. 079 Investigation 6 Day 1 Small Group p. 083 Investigation 6 Day 3 Read-Aloud p. 085 Investigation 6 Day 4 Read-Aloud |

| GRADE LEVEL | | Range of Reading and Level of Text Complexity |
|------------------------------------|---------|--|
| | | |
| GRADE LEVEL EXPECTATION INDICATOR | LL.1.6. | Know that reading is valuable and enjoyable. Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 4 Read-Aloud p. 033 Investigation 1 Day 5 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 042 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 3 Day 1 Large Group p. 047 Investigation 3 Day 1 Read-Aloud p. 051 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 5 Read-Aloud p. 055 Investigation 3 Day 6 Read-Aloud p. 055 Investigation 3 Day 7 Read-Aloud p. 055 Investigation 3 Day 8 Read-Aloud p. 055 Investigation 3 Day 8 Read-Aloud p. 056 Investigation 4 Day 9 Read-Aloud p. 057 Investigation 5 Day 1 Read-Aloud p. 058 Investigation 5 Day 1 Read-Aloud p. 059 Investigation 5 Day 1 Read-Aloud p. 051 Investigation 5 Day 1 Read-Aloud p. 053 Investigation 6 Day 1 Read-Aloud p. 071 Investigation 6 Day 1 Read-Aloud p. 073 Investigation 6 Day 1 Read-Aloud p. 074 Investigation 6 Day 1 Read-Aloud p. 075 Investigation 6 Day 1 Read-Aloud p. 077 Investigation 6 Day 1 Read-Aloud p. 078 Investigation 6 Day 1 Read-Aloud p. 079 Inve |
| | | p. 087 Investigation 6 Day 5 Read-Aloud p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Read-Aloud p. 093 Investigation 7 Day 2 Read-Aloud p. 095 Investigation 7 Day 3 Read-Aloud p. 109 Celebrating Learning Day 1 Read-Aloud p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Read-Aloud |
| INDICATOR | LL.1.7. | Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, |

| | | procedures, letters). |
|-------------|---------|---|
| | | procedures, letters). |
| | | Clothes Study |
| | | p. 015 Exploring the Topic Day 1 Read-Aloud |
| | | p. 016 Exploring the Topic Day 2 Choice Time |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 017 Exploring the Topic Day 2 Read-Aloud |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Read-Aloud |
| | | p. 023 Exploring the Topic Day 5 Read-Aloud |
| | | p. 023 Exploring the Topic Day 5 Small Group |
| | | p. 029 Investigation 1 Day 1 Read-Aloud |
| | | p. 029 Investigation 1 Day 1 Small Group |
| | | p. 031 Investigation 1 Day 2 Read-Aloud |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 035 Investigation 1 Day 4 Read-Aloud |
| | | p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 040 Investigation 2 Day 1 Large Group |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 042 Investigation 2 Day 2 Large Group |
| | | p. 043 Investigation 2 Day 2 Read-Aloud |
| | | p. 045 Investigation 2 day 3 Read-Aloud |
| | | p. 046 Investigation 2 Day 4 Large Group |
| | | p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group |
| | | p. 050 Investigation 3 Day 1 Large Group |
| | | p. 051 Investigation 3 Day 1 Earge Group |
| | | p. 052 Investigation 3 Day 2 Large Group |
| | | p. 053 Investigation 3 Day 2 Read-Aloud |
| | | p. 055 Investigation 3 Day 3 Read-Aloud |
| | | p. 055 Investigation 3 Day 3 Small Group |
| | | p. 057 Investigation 3 Day 4 Read-Aloud |
| | | p. 057 Investigation 3 Day 4 Small Group |
| | | p. 058 Investigation 3 Day 5 Large Group |
| | | p. 059 Investigation 3 Day 5 Mighty Minutes |
| | | p. 059 Investigation 3 Day 5 Read-Aloud |
| | | p. 059 Investigation 3 Day 5 Small Group |
| | | p. 063 Investigation 4 Day 1 Read- Aloud |
| | | p. 065 Investigation 4 Day 2 Choice Time |
| | | p. 065 Investigation 4 Day 2 Read-Aloud |
| | | p. 066 Investigation 4 Day 3 Large Group |
| | | p. 067 Investigation 4 Day 3 Read-Aloud |
| | | p. 071 Investigation 5 Day 1 Read-Aloud |
| | | p. 071 Investigation 5 Day 1 Small Group |
| | | p. 073 Investigation 5 Day 2 Read-Aloud |
| | | p. 074 Investigation 5 Day 3 Large Group p. 075 Investigation 5 Day 3 Read-Aloud |
| | | p. 078 Investigation 6 Day 1 Large Group |
| | | p. 079 Investigation 6 Day 1 Read-Aloud |
| | | p. 081 Investigation 6 Day 1 Read-Aloud |
| | | p. 083 Investigation 6 Day 2 Read-Aloud |
| | | p. 085 Investigation 6 Day 4 Read-Aloud |
| | | p. 087 Investigation 6 Day 5 Read-Aloud |
| | | p. 090 Investigation 7 Day 1 Large Group |
| | | p. 091 Investigation 7 Day 1 Read-Aloud |
| | | p. 093 Investigation 7 Day 2 Read-Aloud |
| | | p. 095 Investigation 7 Day 3 Read-Aloud |
| | | p. 109 Celebrating Learning Day 1 Read-Aloud |
| | | p. 110 Celebrating Learning Day 2 Large Group |
| | | p. 111 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL | | Print Concepts |
| EXPECTATION | | |
| INDICATOR | LL.2.1. | Know that print conveys meaning. |
| | | |

| Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Read-Aloud p. 021 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 033 Investigation 1 Day 4 Read-Aloud p. 035 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 2 Read-Aloud p. 046 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 047 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 047 Investigation 2 Day 4 Small Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 3 Read-Aloud p. 056 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 058 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 059 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 4 Day 2 Read-Aloud p. 058 Investigation 4 Day 1 Read-Aloud p. 059 Investigation 5 Day 5 Read-Aloud p. 059 Investigation 6 Day 8 Read-Aloud p. 059 Investigation 6 Day 8 Read-Aloud p. 051 Investigation 6 Day 8 Read-Aloud p. 052 Investigation 7 Day 1 Read-Aloud p. 053 Investigation 6 Day 1 Read-Aloud p. 054 Investigation 6 Day 1 Read-Aloud p. 057 Investigation 7 Day 1 Read-Aloud p. 071 Investigation 6 Day 1 Read-Aloud p. 071 Investigation 6 Day 1 Read-Aloud p. 073 Investigation 7 Day 1 Read-Aloud p. 074 Investigation 7 Day 1 Read |
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| books. Clothes Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group |
| LL.2.2. |

| | | p. 023 Exploring the Topic Day 5 Read-Aloud |
|-----------|---------|--|
| | | p. 028 Investigation 1 Day 1 Large Group |
| | | p. 035 Investigation 1 Day 4 Small Group |
| | | p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 045 Investigation 2 Day 3 Small Group |
| | | p. 045 Investigation 2 day 3 Read-Aloud |
| | | p. 051 Investigation 3 Day 1 Read-Aloud |
| | | p. 053 Investigation 3 Day 2 Read-Aloud |
| | | p. 055 Investigation 3 Day 3 Read-Aloud |
| | | p. 057 Investigation 3 Day 4 Read-Aloud |
| | | p. 059 Investigation 3 Day 5 Read-Aloud |
| | | p. 063 Investigation 4 Day 1 Small Group |
| | | p. 081 Investigation 6 Day 2 Mighty Minutes |
| | | p. 081 Investigation 6 Day 2 Small Group |
| | | p. 083 Investigation 6 Day 3 Read-Aloud |
| | | p. 085 Investigation 6 Day 4 Read-Aloud |
| | | p. 087 Investigation 6 Day 5 Read-Aloud |
| | | p. 091 Investigation 7 Day 1 Read-Aloud |
| | | |
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case forms. |
| | | Clothes Study |
| | | p. 015 Exploring the Topic Day 1 Mighty Minutes |
| | | p. 015 Exploring the Topic Day 1 Small Group |
| | | p. 017 Exploring the Topic Day 2 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Mighty Minutes |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 023 Exploring the Topic Day 5 Small Group |
| | | p. 035 Investigation 1 Day 4 Small Group |
| | | p. 037 Investigation 1 Day 5 Mighty Minutes |
| | | p. 041 Investigation 2 Day 1 Small Group |
| | | p. 043 Investigation 2 Day 2 Mighty Minutes |
| | | p. 043 Investigation 2 Day 2 Mighty Minutes |
| | | p. 045 Investigation 2 Day 2 Small Group |
| | | |
| | | p. 056 Investigation 3 Day 4 Large Group |
| | | p. 063 Investigation 4 Day 1 Small Group |
| | | p. 066 Investigation 4 Day 3 Choice Time |
| | | p. 066 Investigation 4 Day 3 Large Group |
| | | p. 071 Investigation 5 Day 1 Mighty Minutes |
| | | p. 079 Investigation 6 Day 1 Mighty Minutes |
| | | p. 079 Investigation 6 Day 1 Small Group |
| | | p. 081 Investigation 6 Day 2 Small Group |
| | | p. 083 Investigation 6 Day 3 Mighty Minutes |
| | | p. 084 Investigation 6 Day 4 Large Group |
| | | p. 086 Investigation 6 Day 5 Large Group |
| | | p. 093 Investigation 7 Day 2 Mighty Minutes |
| | | p. 095 Investigation 7 Day 3 Small Group |
| | | p. 108 Celebrating Learning Day 1 Large Group |
| INDICATOR | LL.2.4. | Understand that the sounds of language are represented in print by |
| INDICATOR | LL.2.4. | letters and words. |
| | | letters and words. |
| | | Clothes Study |
| | | p. 015 Exploring the Topic Day 1 Small Group |
| | | p. 016 Exploring the Topic Day 1 Small Group |
| | | |
| | | p. 017 Exploring the Topic Day 2 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Mighty Minutes |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 035 Investigation 1 Day 4 Small Group |
| | | p. 041 Investigation 2 Day 1 Small Group |
| | | p. 043 Investigation 2 Day 2 Small Group |
| | | p. 063 Investigation 4 Day 1 Small Group |
| | | p. 066 Investigation 4 Day 3 Choice Time |
| | | p. 071 Investigation 5 Day 1 Small Group |
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| | | p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 1 Small Group p. 081 Investigation 6 Day 2 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group |
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| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonological Awareness |
| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. Clothes Study p. 030 Investigation 1 Day 2 Large Group p. 094 Investigation 7 Day 3 Large Group |
| INDICATOR | LL.2.6. | Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. Clothes Study p. 041 Investigation 2 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 093 Investigation 7 Day 2 Small Group p. 095 Investigation 7 Day 3 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonics and Word Recognition |
| INDICATOR | LL.2.7. | Know that each letter has its own sound(s) and identify some letter sounds. Clothes Study p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Mighty Minutes p. 019 Exploring the Topic Day 3 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 035 Investigation 1 Day 4 Small Group p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 3 Choice Time p. 071 Investigation 5 Day 1 Small Group p. 075 Investigation 5 Day 3 Small Group p. 079 Investigation 6 Day 2 Small Group p. 081 Investigation 6 Day 2 Small Group p. 093 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group |
| INDICATOR | LL.2.8. | Recognize familiar print in the environment (e.g., traffic signs, store logos, own name). Clothes Study p. 063 Investigation 4 Day 1 Small Group p. 071 Investigation 5 Day 1 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Text Types and Purposes |
| INDICATOR | LL.3.2. | Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes). Clothes Study p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 035 Investigation 1 Day 4 Small Group |

| | | p. 037 Investigation 1 Day 5 Choice Time |
|-------------------------|---------|---|
| | | p. 043 Investigation 2 Day 2 Large-Group Roundup p. 056 Investigation 3 Day 4 Choice Time |
| | | p. 063 Investigation 4 Day 1 Choice Time |
| | | p. 063 Investigation 4 Day 1 Choice Time |
| | | p. 074 Investigation 5 Day 3 Choice Time |
| | | p. 081 Investigation 6 Day 2 Small Group |
| | | p. 085 Investigation 6 Day 4 Large-Group Roundup |
| | | p. 087 Investigation 6 Day 5Large-Group Roundup |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL | | Production and Distribution of Writing |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g. penalls everyone shalls |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper). |
| | | Clothes Study |
| | | p. 021 Exploring the Topic Day 4 Large-Group Roundup |
| | | p. 035 Investigation 1 Day 4 Small Group |
| | | p. 037 Investigation 1 Day 5 Choice Time |
| | | p. 043 Investigation 2 Day 2 Large-Group Roundup |
| | | p. 056 Investigation 3 Day 4 Choice Time |
| | | p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Large-Group Roundup |
| | | p. 074 Investigation 5 Day 3 Choice Time |
| | | p. 081 Investigation 6 Day 2 Small Group |
| | | p. 085 Investigation 6 Day 4 Large-Group Roundup |
| | | p. 087 Investigation 6 Day 5Large-Group Roundup |
| INDICATOR | LL.3.4. | Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas. |
| | | |
| | | Clothes Study |
| | | p. 021 Exploring the Topic Day 4 Large-Group Roundup |
| | | p. 035 Investigation 1 Day 4 Small Group |
| | | p. 037 Investigation 1 Day 5 Choice Time p. 043 Investigation 2 Day 2 Large-Group Roundup |
| | | p. 056 Investigation 3 Day 4 Choice Time |
| | | p. 063 Investigation 4 Day 1 Choice Time |
| | | p. 063 Investigation 4 Day 1 Large-Group Roundup |
| | | p. 074 Investigation 5 Day 3 Choice Time |
| | | p. 081 Investigation 6 Day 2 Small Group |
| | | p. 085 Investigation 6 Day 4 Large-Group Roundup |
| | | p. 087 Investigation 6 Day 5Large-Group Roundup |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Research to Build and Present Knowledge |
| INDICATOR | LL.3.5. | Use a variety of ways to find information and solve problems. |
| | | Clathan Study |
| | | Clothes Study |
| | | p. 013 Exploring the Topic Outdoor Experiences p. 023 Exploring the Topic Day 5 Small Group |
| | | p. 046 Investigation 2 Day 4 Choice Time |
| | | p. 066 Investigation 4 Day 3 Choice Time |
| | | p. 085 Investigation 6 Day 4 Small Group |
| | | p. 087 Investigation 6 Day 5 Small Group |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration |
| INDICATOR | LL.4.1. | Engage in conversations. |
| | | Clothes Study |
| | | p. 0109 Celebrating Learning Day 1 Small Group |
| | | p. 013 Exploring the Topic Outdoor Experiences |
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p. 014 Exploring the Topic Day 1 Large Group
p. 015 Exploring the Topic Day 1 Large-Group Roundup
p. 015 Exploring the Topic Day 1 Choice Time
p. 015 Exploring the Topic Day 1 Read-Aloud
p. 015 Exploring the Topic Day 1 Small Group
p. 016 Exploring the Topic Day 2 Choice Time
p. 016 Exploring the Topic Day 2 Large Group
p. 017 Exploring the Topic Day 2 Small Group
p. 017 Exploring the Topic Day 2 Large-Group Roundup
p. 018 Exploring the Topic Day 3 Large Group
p. 019 Exploring the Topic Day 3 Large-Group Roundup
p. 019 Exploring the Topic Day 3 Choice Time
p. 019 Exploring the Topic Day 3 Read-Aloud
p. 019 Exploring the Topic Day 3 Small Group
p. 020 Exploring the Topic Day 4 Large Group
p. 021 Exploring the Topic Day 4 Large-Group Roundup
p. 021 Exploring the Topic Day 4 Small Group
p. 021 Exploring the topic Day 4 Choice Time
p. 022 Exploring the Topic Day 5 Large Group
p. 023 Exploring the Topic Day 5 Large-Group Roundup
p. 023 Exploring the Topic Day 5 Choice Time
p. 023 Exploring the Topic Day 5 Read-Aloud
p. 023 Exploring the Topic Day 5 Small Group
p. 027 Investigation 1 Outdoor Experiences
p. 028 Investigation 1 Day 1 Choice Time
p. 028 Investigation 1 Day 1 Large Group
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Choice Time
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Choice Time
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 day 3 Read-Aloud
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 049 Investigation 3 Outdoor Experiences
p. 050 Investigation 3 Day 1 Choice Time
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p. 050 Investigation 3 Day 1 Large Group
p. 051 Investigation 3 Day 1 Small Group
p. 051 Investigation 3 Day 1 Large-Group Roundup
p. 051 Investigation 3 Day 1 Read-Aloud
p. 052 Investigation 3 Day 2 Choice Time
p. 052 Investigation 3 Day 2 Large Group
p. 053 Investigation 3 Day 2 Large-Group Roundup
p. 053 Investigation 3 Day 2 Small Group
p. 054 Investigation 3 Day 3 Choice Time
p. 054 Investigation 3 Day 3 Large Group
p. 055 Investigation 3 Day 3 Large-Group Roundup
p. 055 Investigation 3 Day 3 Read-Aloud
p. 055 Investigation 3 Day 3 Small Group
p. 056 Investigation 3 Day 4 Choice Time
p. 056 Investigation 3 Day 4 Large Group
p. 057 Investigation 3 Day 4 Large-Group Roundup
p. 057 Investigation 3 Day 4 Small Group
p. 058 Investigation 3 Day 5 Choice Time
p. 058 Investigation 3 Day 5 Large Group
p. 059 Investigation 3 Day 5 Read-Aloud
p. 059 Investigation 3 Day 5 Small Group
p. 059 Investigation 3 Day Large-Group Roundup
p. 061 Investigation 4 Outdoor Experiences
p. 062 Investigation 4 Day 1 Large Group
p. 063 Investigation 4 Day 1 Choice Time
p. 063 Investigation 4 Day 1 Large-Group Roundup
p. 063 Investigation 4 Day 1 Small Group
p. 064 Investigation 4 Day 2 Large Group
p. 065 Investigation 4 Day 2 Choice Time
p. 065 Investigation 4 Day 2 Large-Group Roundup
p. 065 Investigation 4 Day 2 Small Group
p. 066 Investigation 4 Day 3 Choice Time
p. 066 Investigation 4 Day 3 Large Group
p. 067 Investigation 4 Day 3 Large-Group Roundup
p. 067 Investigation 4 Day 3 Small Group
p. 070 Investigation 5 Day 1 Choice Time
p. 070 Investigation 5 Day 1 Large Group
p. 071 Investigation 5 Day 1 Large-Group Roundup
p. 071 Investigation 5 Day 1 Small Group
p. 072 Investigation 5 Day 2 Choice Time
p. 072 Investigation 5 Day 2 Large Group
p. 073 Investigation 5 Day 2 Large-Group Roundup
p. 073 Investigation 5 Day 2 Read-Aloud
p. 073 Investigation 5 Day 2 Small Group
p. 074 Investigation 5 Day 3 Choice Time
p. 074 Investigation 5 Day 3 Large Group
p. 075 Investigation 5 Day 3 Large-Group Roundup
p. 075 Investigation 5 Day 3 Small Group
p. 077 Investigation 6 Outdoor Experience
p. 078 Investigation 6 Day 1 Large Group
p. 079 Investigation 6 Day 1 Choice Time
p. 079 Investigation 6 Day 1 Large-Group Roundup
p. 079 Investigation 6 Day 1 Small Group
p. 080 Investigation 6 Day 2 Choice Time
p. 080 Investigation 6 Day 2 Large Group
p. 081 Investigation 6 Day 2 Large-Group Roundup
p. 081 Investigation 6 Day 2 Small Group
p. 082 Investigation 6 Day 3 Choice Time
p. 082 Investigation 6 Day 3 Large Group
p. 083 Investigation 6 Day 3 Large-Group Roundup
p. 083 Investigation 6 Day 3 Read-Aloud
p. 083 Investigation 6 Day 3 Small Group
p. 084 Investigation 6 Day 4 Large Group
p. 085 Investigation 6 Day 4 Choice Time
p. 085 Investigation 6 Day 4 Large-Group Roundup
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| p. 085 Investigation 6 Day 4 Read-Aloud p. 085 Investigation 6 Day 4 Small Group p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Fead-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Large-Group Roundup p. 096 Investigation Day 1 Large-Group Roundup p. 107 Celebrating Learning Day 1 Large-Group Roundup p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large-Group Roundup p. 111 Celebrating Learning Day 2 Large-Group Roundup |
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| p. 086 Investigation 6 Day 5 Choice Time p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Small Group p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group |
| p. 086 Investigation 6 Day 5 Large Group p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 2 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large-Group p. 095 Investigation 7 Day 3 Large-Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large-Group Roundup p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Large-Group Roundup |
| p. 087 Investigation 6 Day 5 Read-Aloud p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Small Group p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 094 Investigation 7 Day 3 Large Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup |
| p. 087 Investigation 6 Day 5 Small Group p. 087 Investigation 6 Day 5 Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 3 Small Group p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large Group p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Large-Group Roundup |
| p. 087 Investigation 6 Day 5Large-Group Roundup p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Large-Group Roundup p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Large-Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large-Group Roundup p. 110 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Large-Group Roundup p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup |
| p. 090 Investigation 7 Day 1 Large Group p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup |
| p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup p. 111 Celebrating Learning Day Large-Group Roundup |
| p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup p. 111 Celebrating Learning Day Large-Group Roundup |
| p. 091 Investigation 7 Day 1 Large-Group Roundup p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large-Group Roundup p. 109 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup p. 111 Celebrating Learning Day Large-Group Roundup |
| p. 091 Investigation 7 Day 1 Read-Aloud p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup p. 111 Celebrating Learning Day Large-Group Roundup |
| p. 091 Investigation 7 Day 1 Small Group p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Choice Time p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup D. 111 Celebrating Learning Day Large-Group Roundup |
| p. 092 Investigation 7 Day 2 Choice Time p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup P. 111 Celebrating Learning Day Large-Group Roundup SENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 093 Investigation 7 Day 2 Small Group p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 094 Investigation 7 Day 3 Choice Time p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Small Group p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 095 Investigation 7 Day 3 Small Group p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 107 Celebrating Learning Outdoor Experiences p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 108 Celebrating Learning Day 1 Choice Time p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 108 Celebrating Learning Day 1 Large Group p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 109 Celebrating Learning Day 1 Large-Group Roundup p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| p. 111 Celebrating Learning Day Large-Group Roundup BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
| BENCHMARK LL.4. Students apply a variety of speaking and listening skills. |
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| GRADE LEVEL Presentation of Knowledge and Ideas |
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| EXPECTATION |
| INDICATOR LL.4.3. Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. |
| Clothes Study |
| p. 0109 Celebrating Learning Day 1 Small Group |
| p. 015 Exploring the Topic Day 1 Choice Time |
| p. 015 Exploring the Topic Day 1 Mighty Minutes |
| p. 015 Exploring the Topic Day 1 Read-Aloud |
| p. 017 Exploring the Topic Day 2 Small Group |
| p. 019 Exploring the Topic Day 3 Read-Aloud |
| p. 021 Exploring the Topic Day 4 Read-Aloud |
| p. 023 Exploring the Topic Day 5 Read-Aloud |
| p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group |
| p. 027 Investigation 1 Outdoor Experiences |
| p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group |
| |
| p. 031 Investigation 1 Day 2 Mighty Minutes |
| p. 031 Investigation 1 Day 2 Small Group |
| p. 032 Investigation 1 Day 3 Large Group |
| p. 037 Investigation 1 Day 5 Read-Aloud |
| p. 040 Investigation 2 Day 1 Large Group |
| p. 041 Investigation 2 Day 1 Read-Aloud |
| p. 043 Investigation 2 Day 2 Small Group |
| p. 044 Investigation 2 Day 3 Large Group |
| p. 045 Investigation 2 day 3 Read-Aloud |
| p. 051 Investigation 3 Day 1 Read-Aloud |
| p. 055 Investigation 3 Day 3 Read-Aloud |
| p. 056 Investigation 3 Day 4 Large Group |
| p. 059 Investigation 3 Day 5 Read-Aloud |
| p. 065 Investigation 4 Day 2 Small Group |
| p. dod investigation 4 bay 2 onian Group |
| p. 066 Investigation 4 Day 3 Choice Time |
| |
| p. 066 Investigation 4 Day 3 Choice Time |

| | | p. 074 Investigation 5 Day 3 Large Group p. 079 Investigation 6 Day 1 Mighty Minutes p. 080 Investigation 6 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 083 Investigation 6 Day 3 Small Group p. 085 Investigation 6 Day 4 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Choice Time p. 091 Investigation 7 Day 1 Read-Aloud p. 092 Investigation 7 Day 2 Large Group p. 093 Investigation 7 Day 2 Mighty Minutes |
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| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Conventions of Standard English |
| INDICATOR | LL.5.1. | Apply basic grammatical structures in spoken language. Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 040 Investigation 2 Day 1 Large Group p. 051 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 3 Small Group p. 072 Investigation 5 Day 2 Large Group p. 077 Investigation 6 Outdoor Experience p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Knowledge of Language |
| INDICATOR | LL.5.2. | Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.) Clothes Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 020 Exploring the Topic Day 3 Large Group p. 021 Exploring the Topic Day 5 Large Group p. 022 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 2 Read-Aloud p. 032 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 4 Large Group p. 037 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Large Group p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large Group p. 042 Investigation 2 Day 2 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 4 Large Group p. 049 Investigation 2 Day 4 Large Group p. 040 Investigation 2 Day 4 Large Group p. 041 Investigation 2 Day 4 Large Group p. 044 Investigation 2 Day 4 Large Group p. 045 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 3 Day 1 Large Group p. 050 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 1 Large Group p. 051 Investigation 3 Day 2 Mighty Minutes p. 052 Investigation 3 Day 2 Mighty Minutes |

| | | p. 054 Investigation 3 Day 3 Choice Time |
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| | | p. 054 Investigation 3 Day 3 Large Group |
| | | p. 055 Investigation 3 Day 3 Mighty Minutes |
| | | p. 056 Investigation 3 Day 4 Large Group |
| | | p. 058 Investigation 3 Day 5 Large Group |
| | | p. 059 Investigation 3 Day 5 Mighty Minutes |
| | | p. 061 Investigation 4 Outdoor Experiences |
| | | p. 062 Investigation 4 Day 1 Large Group |
| | | p. 063 Investigation 4 Day 1 Small Group |
| | | p. 064 Investigation 4 Day 2 Large Group |
| | | p. 065 Investigation 4 Day 2 Mighty Minutes |
| | | p. 066 Investigation 4 Day 3 Large Group |
| | | p. 070 Investigation 5 Day 1 Large Group |
| | | p. 071 Investigation 5 Day 1 Small Group |
| | | p. 072 Investigation 5 Day 2 Choice Time |
| | | p. 072 Investigation 5 Day 2 Large Group |
| | | p. 073 Investigation 5 Day 2 Mighty Minutes |
| | | p. 073 Investigation 5 Day 2 Small Group |
| | | p. 074 Investigation 5 Day 3 Large Group |
| | | p. 075 Investigation 5 Day 3 Large-Group Roundup |
| | | p. 075 Investigation 5 Day 3 Small Group |
| | | p. 077 Investigation 6 Outdoor Experience |
| | | p. 078 Investigation 6 Day 1 Large Group |
| | | p. 079 Investigation 6 Day 1 Read-Aloud |
| | | p. 079 Investigation 6 Day 1 Small Group |
| | | p. 080 Investigation 6 Day 2 Large Group |
| | | p. 081 Investigation 6 Day 2 Mighty Minutes |
| | | p. 082 Investigation 6 Day 3 Large Group |
| | | p. 083 Investigation 6 Day 3 Mighty Minutes |
| | | p. 084 Investigation 6 Day 4 Large Group |
| | | p. 085 Investigation 6 Day 4 Mighty Minutes |
| | | p. 085 Investigation 6 Day 4 Read-Aloud |
| | | p. 086 Investigation 6 Day 5 Choice Time |
| | | p. 086 Investigation 6 Day 5 Large Group |
| | | p. 087 Investigation 6 Day 5 Mighty Minutes |
| | | p. 090 Investigation 7 Day 1 Large Group |
| | | p. 091 Investigation 7 Day 1 Mighty Minutes |
| | | p. 092 Investigation 7 Day 2 Large Group |
| | | p. 093 Investigation 7 Day 2 Small Group |
| | | p. 094 Investigation 7 Day 3 Choice Time |
| | | p. 094 Investigation 7 Day 3 Large Group |
| | | p. 108 Celebrating Learning Day 1 Large Group |
| | | p. 110 Celebrating Learning Day 2 Large Group |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL | | Vocabulary Acquisition and Use |
| EXPECTATION | | Vocabulary Acquisition and OSC |
| | | , ' ' |
| | 11.50 | |
| INDICATOR | LL.5.3. | Understand and use new vocabulary and descriptive language to |
| | LL.5.3. | |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Read-Aloud |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group p. 021 Exploring the Topic Day 4 Read-Aloud |
| | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Clothes Study p. 0109 Celebrating Learning Day 1 Small Group p. 013 Exploring the Topic Outdoor Experiences p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Read-Aloud p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group |

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p. 023 Exploring the Topic Day 5 Read-Aloud
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 031 Investigation 1 Day 2 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Mighty Minutes
p. 035 Investigation 1 Day 4 Small Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Mighty Minutes
p. 037 Investigation 1 Day 5 Read-Aloud
p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Mighty Minutes
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Read-Aloud
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Mighty Minutes
p. 045 Investigation 2 Day 3 Small Group
p. 045 Investigation 2 day 3 Read-Aloud
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 050 Investigation 3 Day 1 Choice Time
p. 050 Investigation 3 Day 1 Large Group
p. 051 Investigation 3 Day 1 Large-Group Roundup
p. 051 Investigation 3 Day 1 Read-Aloud
p. 052 Investigation 3 Day 2 Choice Time
p. 052 Investigation 3 Day 2 Large Group
p. 053 Investigation 3 Day 2 Large-Group Roundup
p. 054 Investigation 3 Day 3 Choice Time
p. 055 Investigation 3 Day 3 Large-Group Roundup
p. 055 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 4 Small Group
p. 058 Investigation 3 Day 5 Choice Time
p. 059 Investigation 3 Day 5 Read-Aloud
p. 059 Investigation 3 Day 5 Small Group
p. 062 Investigation 4 Day 1 Large Group
p. 063 Investigation 4 Day 1 Choice Time
p. 063 Investigation 4 Day 1 Mighty Minutes
p. 063 Investigation 4 Day 1 Small Group
p. 064 Investigation 4 Day 2 Large Group
p. 065 Investigation 4 Day 2 Large-Group Roundup
p. 065 Investigation 4 Day 2 Small Group
p. 067 Investigation 4 Day 3 Large-Group Roundup
p. 070 Investigation 5 Day 1 Large Group
p. 072 Investigation 5 Day 2 Large Group
p. 073 Investigation 5 Day 2 Large-Group Roundup
p. 074 Investigation 5 Day 3 Large Group
p. 075 Investigation 5 Day 3 Large-Group Roundup
p. 075 Investigation 5 Day 3 Read-Aloud
p. 079 Investigation 6 Day 1 Large-Group Roundup
p. 079 Investigation 6 Day 1 Small Group
p. 081 Investigation 6 Day 2 Large-Group Roundup
p. 083 Investigation 6 Day 3 Mighty Minutes
p. 083 Investigation 6 Day 3 Read-Aloud
p. 083 Investigation 6 Day 3 Small Group
p. 085 Investigation 6 Day 4 Read-Aloud
p. 087 Investigation 6 Day 5 Read-Aloud
p. 091 Investigation 7 Day 1 Choice Time
p. 091 Investigation 7 Day 1 Large-Group Roundup
p. 091 Investigation 7 Day 1 Read-Aloud
p. 091 Investigation 7 Day 1 Small Group
p. 092 Investigation 7 Day 2 Large Group
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| | | p. 093 Investigation 7 Day 2 Large-Group Roundup p. 093 Investigation 7 Day 2 Read-Aloud p. 094 Investigation 7 Day 3 Large Group p. 095 Investigation 7 Day 3 Large-Group Roundup p. 095 Investigation 7 Day 3 Read-Aloud p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Large Group p. 110 Celebrating Learning Day 2 Choice Time p. 110 Celebrating Learning Day 2 Large Group p. 111 Celebrating Learning Day 2 Small Group p. 111 Celebrating Learning Day Large-Group Roundup |
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| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Number Names and the Count Sequence |
| INDICATOR | MTH.1.1. | Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle). Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 073 Investigation 5 Day 2 Read-Aloud p. 073 Investigation 5 Day 2 Small Group |
| INDICATOR | MTH.1.2. | Use number names with written numerals. |
| | | Clothes Study p. 023 Exploring the Topic Day 5 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Count Objects |
| INDICATOR | MTH.1.4. | Demonstrate understanding of one-to-one correspondence between objects and numbers. Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 073 Investigation 5 Day 2 Read-Aloud |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Compare Numbers |
| INDICATOR | MTH.1.6. | Demonstrates ability to compare quantities of objects. Clothes Study p. 017 Exploring the Topic Day 2 Small Group p. 083 Investigation 6 Day 3 Small Group p. 111 Celebrating Learning Day 2 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Addition as adding to, and subtraction as taking from |
| INDICATOR | MTH.2.1. | Recognize that the number of objects can change when they are added or taken away from a group. Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group |

| | | p. 087 Investigation 6 Day 5 Small Group |
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| INDICATOR | MTH.2.2. | Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5. Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 041 Investigation 2 Day 1 Mighty Minutes p. 059 Investigation 3 Day 5 Mighty Minutes |
| | | p. 073 Investigation 5 Day 2 Small Group p. 085 Investigation 6 Day 4 Small Group p. 087 Investigation 6 Day 5 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Patterns |
| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. Clothes Study p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Large-Group Roundup p. 051 Investigation 3 Day 1 Small Group p. 052 Investigation 3 Day 2 Choice Time p. 063 Investigation 4 Day 1 Small Group p. 074 Investigation 5 Day 3 Large Group p. 080 Investigation 6 Day 2 Large Group p. 082 Investigation 6 Day 3 Choice Time |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Compare measurable attributes |
| INDICATOR | MTH.3.1. | Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes |
| INDICATOR | MTH.3.2. | Use standard or nonstandard measurement techniques to measure objects. Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Classify objects |
| INDICATOR | MTH.3.3. | Order objects by size and length. |

| | | Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes |
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| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Identify and describe shapes |
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three-dimensional shapes. Clothes Study p. 035 Investigation 1 Day 4 Mighty Minutes p. 043 Investigation 2 Day 2 Large-Group Roundup p. 043 Investigation 2 Day 2 Mighty Minutes p. 045 Investigation 2 Day 3 Mighty Minutes p. 065 Investigation 4 Day 2 Small Group p. 091 Investigation 7 Day 1 Small Group |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |
| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or position of objects. Clothes Study p. 023 Exploring the Topic Day 5 Small Group p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 065 Investigation 4 Day 2 Choice Time |
| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.1. | Know and describe the sequence of daily routines. Clothes Study p. 053 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 3 Small Group p. 092 Investigation 7 Day 2 Choice Time |
| INDICATOR | SCI.1.3. | Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle). Clothes Study p. 016 Exploring the Topic Day 2 Large Group p. 028 Investigation 1 Day 1 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 047 Investigation 2 Day 4 Mighty Minutes p. 051 Investigation 3 Day 1 Mighty Minutes p. 065 Investigation 4 Day 2 Mighty Minutes p. 066 Investigation 4 Day 3 Large Group p. 081 Investigation 6 Day 2 Mighty Minutes p. 087 Investigation 6 Day 5 Mighty Minutes |

| BENCHMARK | SCI.2. | Students use the process of science inquiry. |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | | Scientific Inquiry |
| INDICATOR | SCI.2.1. | Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment. Clothes Study p. 029 Investigation 1 Day 1 Small Group p. 033 Investigation 1 Day 3 Small Group p. 045 Investigation 2 Day 3 Small Group p. 053 Investigation 3 Day 2 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group p. 067 Investigation 4 Day 3 Small Group |
| INDICATOR | SCI.2.2. | Use their five senses to manipulate materials and learn about the environment. Clothes Study p. 043 Investigation 2 Day 2 Small Group p. 045 Investigation 2 Day 3 Mighty Minutes p. 046 Investigation 2 Day 4 Large Group p. 057 Investigation 3 Day 4 Small Group p. 059 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Choice Time p. 063 Investigation 4 Day 1 Mighty Minutes p. 064 Investigation 4 Day 2 Large Group p. 095 Investigation 7 Day 3 Small Group p. 108 Celebrating Learning Day 1 Choice Time |
| INDICATOR | SCI.2.3. | Gather and record simple information through discussions and drawings about their environment (e.g., weather). Clothes Study p. 027 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Choice Time p. 031 Investigation 1 Day 2 Choice Time p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 037 Investigation 1 Day 5 Small Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Small Group p. 050 Investigation 3 Day 1 Choice Time p. 058 Investigation 3 Day 5 Choice Time p. 063 Investigation 4 Day 1 Choice Time p. 064 Investigation 4 Day 2 Large Group |
| INDICATOR | SCI.2.4. | Make predictions and generate ideas based on past experience, observations, and information. Clothes Study p. 041 Investigation 2 Day 1 Choice Time |
| BENCHMARK | SCI.3. | Students understand the basic concepts and principles of physical science. |
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group |

| p. 0.21 Exploring the Topic Day 5 Choice Time p. 0.23 Exploring the Topic Day 5 Choice Time p. 0.27 Investigation 1 Day 1 Choice Time p. 0.28 Investigation 1 Day 1 Choice Time p. 0.28 Investigation 1 Day 1 Large Group p. 0.29 Investigation 1 Day 2 Choice Time p. 0.28 Investigation 1 Day 2 Choice Time p. 0.33 Investigation 1 Day 2 Choice Time p. 0.33 Investigation 1 Day 3 Small Group p. 0.33 Investigation 1 Day 4 Choice Time p. 0.35 Investigation 1 Day 4 Choice Time p. 0.35 Investigation 1 Day 5 Choice Time p. 0.35 Investigation 1 Day 5 Choice Time p. 0.37 Investigation 2 Day 1 Large-Group Roundup p. 0.41 Investigation 2 Day 2 Large Group p. 0.41 Investigation 2 Day 2 Large Group p. 0.43 Investigation 2 Day 2 Choice Time p. 0.43 Investigation 2 Day 2 Small Group p. 0.45 Investigation 2 Day 3 Small Group p. 0.45 Investigation 2 Day 3 Small Group p. 0.46 Investigation 2 Day 3 Small Group p. 0.46 Investigation 2 Day 3 Small Group p. 0.46 Investigation 2 Day 4 Choice Time p. 0.46 Investigation 2 Day 4 Choice Time p. 0.46 Investigation 2 Day 4 Highty Minutes p. 0.47 Investigation 2 Day 4 Small Group p. 0.47 Investigation 2 Day 4 Small Group p. 0.50 Investigation 3 Day 1 Mighty Minutes p. 0.51 Investigation 3 Day 1 Mighty Minutes p. 0.51 Investigation 3 Day 1 Mighty Minutes p. 0.51 Investigation 3 Day 1 A Choice Time p. 0.54 Investigation 3 Day 2 Choice Time p. 0.55 Investigation 3 Day 2 Choice Time p. 0.56 Investigation 3 Day 3 Small Group p. 0.67 Investigation 3 Day 3 Small Group p. 0.68 Investigation 3 Day 3 Small Group p. 0.68 Investigation 4 Day 2 Choice Time p. 0.69 Investigation 4 Day 2 Choice Time p. 0.61 Investigation 4 Day 2 Choice Time p. 0.65 Investigation 4 Day 3 Choice Time p. 0.65 Investigation 4 Day 3 Choice Time p. 0.66 Investigation 4 Day 3 Choice Time | | | Clothes Study |
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| p. 0.23 Exploring the Topic Day 5 Choice Time p. 0.27 Investigation 1 Outdoor Experiences p. 0.28 Investigation 1 Day 1 Large Group p. 0.29 Investigation 1 Day 1 Large Group p. 0.29 Investigation 1 Day 2 Choice Time p. 0.31 Investigation 1 Day 2 Choice Time p. 0.33 Investigation 1 Day 3 Small Group p. 0.35 Investigation 1 Day 3 Choice Time p. 0.35 Investigation 1 Day 4 Choice Time p. 0.35 Investigation 1 Day 5 Choice Time p. 0.37 Investigation 1 Day 5 Small Group p. 0.41 Investigation 2 Day 1 Choice Time p. 0.41 Investigation 2 Day 1 Choice Time p. 0.41 Investigation 2 Day 1 Large-Group Roundup p. 0.41 Investigation 2 Day 1 Small Group p. 0.42 Investigation 2 Day 2 Choice Time p. 0.43 Investigation 2 Day 2 Small Group p. 0.45 Investigation 2 Day 3 Mighty Minutes p. 0.45 Investigation 2 Day 3 Mighty Minutes p. 0.45 Investigation 2 Day 3 Mighty Minutes p. 0.45 Investigation 2 Day 4 Choice Time p. 0.46 Investigation 2 Day 4 Harge Group p. 0.46 Investigation 2 Day 4 Harge Group p. 0.47 Investigation 2 Day 4 Harge Group p. 0.46 Investigation 2 Day 4 Harge Group p. 0.47 Investigation 3 Day 1 Minutes p. 0.47 Investigation 3 Day 1 Minutes p. 0.47 Investigation 3 Day 1 Minutes p. 0.47 Investigation 3 Day 3 Shall Group p. 0.45 Investigation 3 Day 3 Choice Time p. 0.45 Investigation 3 Day 3 Choice Time p. 0.45 Investigation 3 Day 4 Shall Group p. 0.56 Investigation 4 Day 2 Choice Time p. 0.66 Investigation 4 Day 2 Choice Time p. 0.66 Investigation 6 Day 1 Large Group p. 0.66 Investigation 6 Day 1 Large Group p. 0.66 Investigation 6 Day 1 Large Group p. 0.67 Investigati | INDICATOR | SCI.3.2. | |
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| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, community, and family life. Clothes Study p. 015 Exploring the Topic Day 1 Choice Time p. 040 Investigation 2 Day 1 Large Group p. 049 Investigation 3 Outdoor Experiences p. 072 Investigation 5 Day 2 Large Group p. 083 Investigation 6 Day 3 Read-Aloud p. 087 Investigation 6 Day 5 Read-Aloud p. 091 Investigation 7 Day 1 Read-Aloud |

Reduce, Reuse, Recycle Study
State: North Dakota Pre-Kindergarten Content Standards

Subject: Early Childhood Education Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
|-------------------------|----------|---|
| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. |
| | | Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud |
| | | p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud |
| | | p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud |
| | | p. 59 Investigation 4 Day 3 Read-Aloud |
| | | p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud |
| | | p. 87 Celebrating Learning Day 2 Read-Aloud |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). |
| | | Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Social Competence |
| INDICATOR | SED.2.2. | Communicate with peer or adult when encountering challenges. |
| | | Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group |
| | | p. 49 Investigation 3 Day 2 Small Group |
| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
| BENCHMARK | APL.1. | Students demonstrate habits of mind and dispositions important to learning. |
| GRADE LEVEL EXPECTATION | | Engagement and Persistence |
| INDICATOR | APL.1.5. | Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem. |
| | | Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Pretend play |
| INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy situations. |
| | | Reduce, Reuse, Recycle Study |

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| | | p. 16 Exploring the Topic Day 2 Large Group |
| | | p. 18 Exploring the Topic Day 3 Large Group |
| | | p. 21 Exploring the Topic Day 4 Mighty Minutes |
| | | p. 27 Investigation 1 Outdoor Experiences |
| | | p. 28 Investigation 1 Day 1 Large Group |
| | | p. 30 Investigation 1 Day 2 Large Group |
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| | | p. 86 Celebrating Learning Day 2 Large Group |
| | | p. 87 Celebrating Learning Day 2 Read-Aloud |
| INDICATOR | APL.2.6. | Engages in elaborate sustained imagined play and can distinguish |
| INDICATOR | APL.Z.D. | |
| | ti =:=:0: | |
| | | between real life and fantasy. |
| | | between real life and fantasy. |
| | | between real life and fantasy. Reduce, Reuse, Recycle Study |
| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group |
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| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes |
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| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes |
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| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group |
| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes |
| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group |
| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Mighty Minutes p. 38 Investigation 2 Day 3 Mighty Minutes |
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| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group |
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| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Small Group p. 66 Investigation 5 Day 1 Large Group |
| | | between real life and fantasy. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes |
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| | | Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Mighty Minutes p. 69 Investigation 5 Day 2 Choice Time p. 69 Investigation 5 Day 2 Large-Group Roundup |
| | | Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Small Group p. 32 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large-Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes |
| | | Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 70 Investigation 5 Day 3 Large Group |
| | | Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 1 Day 3 Mighty Minutes p. 36 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time |
| | | Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 2 Mighty Minutes p. 38 Investigation 2 Day 2 Mighty Minutes p. 41 Investigation 2 Day 3 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group p. 69 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Choice Time p. 71 Investigation 5 Day 3 Large-Group Roundup |
| | | Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Large Group p. 41 Investigation 2 Day 2 Small Group p. 45 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 1 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large Group p. 71 Investigation 5 Day 3 Choice Time |

| | | p. 71 Investigation 5 Day 3 Small Group p. 86 Celebrating Learning Day 2 Large Group |
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| | | p. 87 Celebrating Learning Day 2 Read-Aloud |
| CONTENT STANDARD | ND.PD. | Physical Development |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Skills |
| INDICATOR | PD.1.1. | Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment). |
| | | Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Control in Movement |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 28 Investigation 1 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 45 Investigation 3 Outdoor Experiences p. 65 Investigation 5 Outdoor Experience p. 66 Investigation 5 Day 1 Large Group p. 83 Celebrating Learning Outdoor Experiences |
| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| INDICATOR | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Mighty Minutes p. 45 Investigation 3 Outdoor Experiences p. 66 Investigation 5 Day 1 Large Group |
| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |
| GRADE LEVEL EXPECTATION | | Movement Elements |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. |
| | | Reduce, Reuse, Recycle Study |

| | | p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group |
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| BENCHMARK | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 35 Investigation 2 Outdoor Experience p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 38 Investigation 2 Day 1 Mighty Minutes p. 45 Investigation 2 Day 2 Small Group p. 41 Investigation 3 Outdoor Experiences p. 49 Investigation 3 Day 2 Small Group p. 55 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 4 Day 4 Mighty Minutes p. 61 Investigation 5 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 2 Large-Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Small Group p. 72 Investigation 5 Day 3 Small Group p. 74 Celebrating Learning Day 2 Large Group p. 75 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Singing |
| INDICATOR | ART.3.1. | Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 16 Exploring the Topic Day 2 Large Group p. 18 Exploring the Topic Day 3 Large Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Mighty Minutes p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Mighty Minutes p. 28 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 2 Large Group p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Mighty Minutes p. 37 Investigation 2 Day 1 Small Group p. 38 Investigation 2 Day 2 Large Group p. 38 Investigation 2 Day 3 Large Group p. 40 Investigation 2 Day 3 Large Group p. 41 Investigation 2 Day 3 Mighty Minutes |

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| | | p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Mighty Minutes p. 46 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 54 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group p. 60 Investigation 4 Day 4 Large Group p. 62 Investigation 4 Day 5 Large Group p. 66 Investigation 5 Day 1 Large Group p. 68 Investigation 5 Day 2 Large Group p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Mighty Minutes p. 84 Celebrating Learning Day 1 Large Group p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Mighty Minutes |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Instrumental Performance |
| INDICATOR | ART.3.2. | Play simple musical instruments. Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Listening |
| INDICATOR | ART.3.3. | Listen to music with attention. Reduce, Reuse, Recycle Study p. 56 Investigation 4 Day 2 Large Group p. 58 Investigation 4 Day 3 Large Group |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Visual Art Media, Techniques, and Processes |
| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes. Reduce, Reuse, Recycle Study p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large-Group Roundup p. 36 Investigation 2 Day 1 Large Group p. 41 Investigation 2 Day 3 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Small Group p. 60 Investigation 4 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| INDICATOR | ART.4.2. | Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. Reduce, Reuse, Recycle Study p. 30 Investigation 1 Day 2 Large Group |

| | | p. 32 Investigation 1 Day 3 Large Group |
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| | | p. 33 Investigation 1 Day 3 Large-Group Roundup |
| | | p. 36 Investigation 2 Day 1 Large Group |
| | | p. 41 Investigation 2 Day 3 Large- Group Roundup |
| | | p. 41 Investigation 2 Day 3 Small Group |
| | | p. 43 Investigation 2 Day 4 Small Group |
| | | p. 48 Investigation 3 Day 2 Choice Time |
| | | p. 54 Investigation 4 Day 1 Large Group |
| | | p. 55 Investigation 4 Day 1 Small Group |
| | | p. 57 Investigation 4 Day 2 Small Group |
| | | p. 60 Investigation 4 Day 4 Choice Time |
| | | |
| | | p. 61 Investigation 4 Day 4 Large-Group Roundup |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL | | Connections |
| EXPECTATION | | |
| INDICATOR | ART.4.3. | Share and discuss own art work with others, including opinions, |
| | | likes, and dislikes about artistic creations. |
| | | |
| | | Reduce, Reuse, Recycle Study |
| | | p. 30 Investigation 1 Day 2 Large Group |
| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Large-Group Roundup |
| | | p. 36 Investigation 2 Day 1 Large Group |
| | | p. 41 Investigation 2 Day 3 Large- Group Roundup |
| | | p. 41 Investigation 2 Day 3 Small Group |
| | | p. 43 Investigation 2 Day 4 Small Group |
| | | p. 48 Investigation 3 Day 2 Choice Time |
| | | p. 54 Investigation 4 Day 1 Large Group |
| | | p. 55 Investigation 4 Day 1 Small Group |
| | | |
| | | p. 57 Investigation 4 Day 2 Small Group |
| | | p. 60 Investigation 4 Day 4 Choice Time |
| | | |
| | | p. 61 Investigation 4 Day 4 Large-Group Roundup |
| CONTENT STANDARD | ND. LL. | p. 61 Investigation 4 Day 4 Large-Group Roundup Language and Literacy |
| CONTENT STANDARD BENCHMARK | ND. LL. LL.1. | |
| | | Language and Literacy |
| BENCHMARK | | Language and Literacy Students read a variety of literature and informational texts. |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details |
| BENCHMARK GRADE LEVEL | | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud |
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| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud |
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| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud |
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| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud |
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| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 2 Read-Aloud p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Read-Aloud |

| | | p. 59 Investigation 4 Day 3 Read-Aloud |
|-----------|---------|---|
| | | p. 59 Investigation 4 Day 3 Small Group |
| | | p. 61 Investigation 4 Day 4 Read-Aloud |
| | | p. 62 Investigation 4 Day 5 Large Group |
| | | p. 63 Investigation 4 Day 5 Read-Aloud |
| | | p. 63 Investigation 4 Day 5 Small Group |
| | | p. 66 Investigation 5 Day 1 Large Group |
| | | p. 67 Investigation 5 Day 1 Read-Aloud |
| | | p. 69 Investigation 5 Day 2 Read-Aloud |
| | | p. 70 Investigation 5 Day 3 Large Group |
| | | p. 71 Investigation 5 Day 3 Read-Aloud |
| | | p. 85 Celebrating Learning Day 1 Read-Aloud |
| | | p. 85 Celebrating Learning Day 1 Small Group |
| | | p. 87 Celebrating Learning Day 2 Read-Aloud |
| | | p. 87 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate |
| | | to personal experiences). |
| | | |
| | | Reduce, Reuse, Recycle Study |
| | | p. 14 Exploring the Topic Day 1 Large Group |
| | | p. 15 Exploring the Topic Day 1 Choice Time |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud |
| | | p. 17 Exploring the Topic Day 2 Read-Aloud |
| | | p. 19 Exploring the Topic Day 3 Read-Aloud |
| | | p. 21 Exploring the Topic Day 4 Read-Aloud |
| | | p. 22 Exploring the Topic Day 5 Large Group |
| | | p. 23 Exploring the Topic Day 5 Read-Aloud |
| | | p. 29 Investigation 1 Day 1 Read-Aloud |
| | | p. 31 Investigation 1 Day 2 Read-Aloud |
| | | p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 37 Investigation 2 Day 1 Read-Aloud |
| | | p. 37 Investigation 2 Day 1 Small Group |
| | | p. 39 Investigation 2 Day 2 Read-Aloud |
| | | p. 41 Investigation 2 Day 3 Read-Aloud |
| | | p. 42 Investigation 2 Day 4 Large Group |
| | | p. 43 Investigation 2 Day 4 Read-Aloud |
| | | p. 46 Investigation 3 Day 1 Large Group |
| | | p. 47 Investigation 3 Day 1 Read-Aloud |
| | | p. 48 Investigation 3 Day 2 Large Group |
| | | p. 49 Investigation 3 Day 2 Read-Aloud p. 49 Investigation 3 Day 2 Small Group |
| | | |
| | | p. 50 Investigation 3 Day 3 Large Group |
| | | p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud |
| | | p. 57 Investigation 4 Day 1 Read-Aloud |
| | | p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group |
| | | p. 58 Investigation 4 Day 3 Large Group |
| | | p. 59 Investigation 4 Day 3 Read-Aloud |
| | | p. 59 Investigation 4 Day 3 Small Group |
| | | p. 61 Investigation 4 Day 4 Read-Aloud |
| | | p. 62 Investigation 4 Day 5 Large Group |
| | | p. 63 Investigation 4 Day 5 Read-Aloud |
| | | p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group |
| | | p. 66 Investigation 5 Day 1 Large Group |
| | | p. 67 Investigation 5 Day 1 Read-Aloud |
| | | p. 69 Investigation 5 Day 2 Read-Aloud |
| | | p. 70 Investigation 5 Day 3 Large Group |
| | | p. 71 Investigation 5 Day 3 Read-Aloud |
| | | p. 85 Celebrating Learning Day 1 Read-Aloud |
| | | p. 85 Celebrating Learning Day 1 Read Aloud |
| | | p. 87 Celebrating Learning Day 2 Read-Aloud |
| | | p. 87 Celebrating Learning Day 2 Mighty Minutes |
| | | |
| | | p. 87 Celebrating Learning Day 2 Small Group |
| BENCHMARK | LL.1. | p. 87 Celebrating Learning Day 2 Small Group Students read a variety of literature and informational texts. |

| GRADE LEVEL EXPECTATION | | Craft and Structure |
|----------------------------|---------|--|
| INDICATOR | LL.1.3. | Know that books and other reading materials have titles, authors, and often, illustrators. Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud p. 71 Investigation 5 Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Integration of Knowledge and Ideas |
| INDICATOR | LL.1.5. | Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 31 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 2 Small Group p. 33 Investigation 1 Day 3 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud p. 43 Investigation 2 Day 4 Read-Aloud p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Read-Aloud p. 57 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 2 Read-Aloud p. 59 Investigation 4 Day 3 Read-Aloud p. 63 Investigation 4 Day 5 Read-Aloud p. 71 Investigation 5 Day 3 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Range of Reading and Level of Text Complexity |
| INDICATOR | LL.1.6. | Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group |

| | | p. 39 Investigation 2 Day 2 Read-Aloud |
|-----------|----------|---|
| | | p. 41 Investigation 2 Day 3 Read-Aloud |
| | | p. 42 Investigation 2 Day 4 Large Group |
| | | p. 43 Investigation 2 Day 4 Read-Aloud |
| | | p. 47 Investigation 3 Day 1 Read-Aloud |
| | | p. 48 Investigation 3 Day 2 Large Group |
| | | p. 49 Investigation 3 Day 2 Read-Aloud |
| | | p. 49 Investigation 3 Day 2 Small Group |
| | | p. 51 Investigation 3 Day 3 Read-Aloud |
| | | p. 55 Investigation 4 Day 1 Read-Aloud |
| | | p. 57 Investigation 4 Day 2 Read-Aloud |
| | | p. 58 Investigation 4 Day 3 Large Group |
| | | p. 59 Investigation 4 Day 3 Read-Aloud |
| | | p. 59 Investigation 4 Day 3 Small Group |
| | | p. 61 Investigation 4 Day 4 Read-Aloud |
| | | p. 62 Investigation 4 Day 5 Large Group |
| | | p. 63 Investigation 4 Day 5 Read-Aloud |
| | | p. 63 Investigation 4 Day 5 Small Group |
| | | p. 66 Investigation 5 Day 1 Large Group |
| | | p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud |
| | | |
| | | p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Read-Aloud |
| | | |
| | | p. 85 Celebrating Learning Day 1 Read-Aloud |
| | | p. 85 Celebrating Learning Day 1 Small Group |
| | | p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group |
| | <u> </u> | |
| INDICATOR | LL.1.7. | Participate in group reading activities and listen to a variety of |
| | | literature (e.g., stories, poetry, drama, rhymes, songs) and |
| | | informational texts (e.g., books about real people and places, |
| | | procedures, letters). |
| | | |
| | | Reduce, Reuse, Recycle Study |
| | | p. 14 Exploring the Topic Day 1 Large Group |
| | | In 15 Evaloring the Tonic Day 1 Choice Time |
| | | p. 15 Exploring the Topic Day 1 Choice Time |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Read-Aloud |
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| | | p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud |
| | | p. 87 Celebrating Learning Day 2 Mighty Minutes p. 87 Celebrating Learning Day 2 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Print Concepts |
| INDICATOR | LL.2.1. | Know that print conveys meaning. |
| | | Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Read-Aloud p. 19 Exploring the Topic Day 3 Read-Aloud |
| | | p. 21 Exploring the Topic Day 4 Read-Aloud p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Read-Aloud |
| | | p. 29 Investigation 1 Day 1 Read-Aloud p. 31 Investigation 1 Day 2 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud |
| | | p. 37 Investigation 2 Day 1 Read-Aloud p. 37 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Read-Aloud |
| | | p. 41 Investigation 2 Day 3 Read-Aloud p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Read-Aloud |
| | | p. 47 Investigation 3 Day 1 Read-Aloud p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Read-Aloud |
| | | p. 49 Investigation 3 Day 2 Small Group p. 51 Investigation 3 Day 3 Read-Aloud p. 55 Investigation 4 Day 1 Read-Aloud |
| | | p. 57 Investigation 4 Day 2 Read-Aloud p. 58 Investigation 4 Day 3 Large Group p. 59 Investigation 4 Day 3 Read-Aloud |
| | | p. 59 Investigation 4 Day 3 Small Group p. 61 Investigation 4 Day 4 Read-Aloud p. 62 Investigation 4 Day 5 Large Group |
| | | p. 63 Investigation 4 Day 5 Read-Aloud p. 63 Investigation 4 Day 5 Small Group |
| | | p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Read-Aloud p. 69 Investigation 5 Day 2 Read-Aloud |
| | | p. 70 Investigation 5 Day 3 Large Group p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud |
| | | p. 85 Celebrating Learning Day 1 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. |
| | | Reduce, Reuse, Recycle Study p. 15 Exploring the Topic Day 1 Read-Aloud p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Read-Aloud |
| | | p. 23 Exploring the Topic Day 5 Read-Aloud p. 33 Investigation 1 Day 3 Read-Aloud |

| | | p. 37 Investigation 2 Day 1 Read-Aloud p. 39 Investigation 2 Day 2 Read-Aloud |
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| | | p. 41 Investigation 2 Day 3 Small Group |
| | | p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group |
| | | p. 51 Investigation 3 Day 3 Read-Aloud |
| | | p. 57 Investigation 4 Day 2 Read-Aloud |
| | | p. 59 Investigation 4 Day 3 Read-Aloud |
| | | p. 63 Investigation 4 Day 5 Read-Aloud |
| | | p. 71 Investigation 5 Day 3 Read-Aloud |
| | | p. 71 Investigation 5 Day 3 Small Group p. 87 Celebrating Learning Day 2 Read-Aloud |
| | | p. 87 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case forms. |
| | | Reduce, Reuse, Recycle Study |
| | | p. 17 Exploring the Topic Day 2 Small Group |
| | | p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Small Group |
| | | p. 21 Exploring the Topic Day 4 Small Group |
| | | p. 31 Investigation 1 Day 2 Choice Time |
| | | p. 31 Investigation 1 Day 2 Mighty Minutes |
| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time |
| | | p. 39 Investigation 2 Day 2 Mighty Minutes |
| | | p. 41 Investigation 2 Day 3 Small Group |
| | | p. 43 Investigation 2 Day 4 Small Group |
| | | p. 47 Investigation 3 Day 1 Mighty Minutes |
| | | p. 55 Investigation 4 Day 1 Mighty Minutes |
| | | p. 57 Investigation 4 Day 2 Mighty Minutes p. 59 Investigation 4 Day 3 Mighty Minutes |
| | | p. 61 Investigation 4 Day 4 Small Group |
| | | p. 63 Investigation 4 Day 5 Mighty Minutes |
| | | p. 69 Investigation 5 Day 2 Mighty Minutes |
| | | p. 71 Investigation 5 Day 3 Small Group |
| | | p. 87 Celebrating Learning Day 2 Small Group p.15 Exploring the Topic Day 1 Small Group |
| INDICATOR | LL.2.4. | Understand that the sounds of language are represented in print by letters and words. |
| | | Reduce, Reuse, Recycle Study |
| | | p. 17 Exploring the Topic Day 2 Small Group |
| | | p. 19 Exploring the Topic Day 3 Small Group |
| | | p. 33 Investigation 1 Day 3 Small Group |
| | | p. 36 Investigation 2 Day 1 Choice Time p. 37 Investigation 2 Day 1 Small Group |
| | | p. 39 Investigation 2 Day 1 Small Group p. 39 Investigation 2 Day 2 Mighty Minutes |
| | | p. 41 Investigation 2 Day 3 Small Group |
| | | p. 43 Investigation 2 Day 4 Small Group |
| | | p. 47 Investigation 3 Day 1 Mighty Minutes |
| | | p. 61 Investigation 4 Day 4 Small Group p.15 Exploring the Topic Day 1 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonological Awareness |
| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. |
| | | Reduce, Reuse, Recycle Study p. 18 Exploring the Topic Day 3 Large Group p. 51 Investigation 3 Day 3 Mighty Minutes |
| INDICATOR | LL.2.6. | Recognize that spoken words can be separated into separate |
| 2.22 | 11 | S |

| | | sounds and that separate sounds can be combined into spoken words. |
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| | | Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group |
| | | p. 20 Exploring the Topic Day 4 Large Group |
| | | p. 37 Investigation 2 Day 1 Small Group |
| | | p.15 Exploring the Topic Day 1 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonics and Word Recognition |
| INDICATOR | LL.2.7. | Know that each letter has its own sound(s) and identify some letter sounds. |
| | | Reduce, Reuse, Recycle Study |
| | | p. 17 Exploring the Topic Day 2 Small Group |
| | | p. 19 Exploring the Topic Day 3 Small Group p. 33 Investigation 1 Day 3 Small Group |
| | | p. 36 Investigation 2 Day 1 Choice Time |
| | | p. 37 Investigation 2 Day 1 Small Group |
| | | p. 39 Investigation 2 Day 2 Mighty Minutes |
| | | p. 41 Investigation 2 Day 3 Small Group |
| | | p. 43 Investigation 2 Day 4 Small Group p. 47 Investigation 3 Day 1 Mighty Minutes |
| | | p. 61 Investigation 4 Day 4 Small Group |
| | | p.15 Exploring the Topic Day 1 Small Group |
| INDICATOR | LL.2.8. | Recognize familiar print in the environment (e.g., traffic signs, store |
| | | logos, own name). |
| | | Reduce, Reuse, Recycle Study |
| | | p. 17 Exploring the Topic Day 2 Small Group |
| | | p. 30 Investigation 1 Day 2 Large Group |
| | | p. 31 Investigation 1 Day 2 Choice Time p. 35 Investigation 2 Outdoor Experience |
| | | p. 37 Investigation 2 Day 1 Small Group |
| | | p. 42 Investigation 2 Day 4 Large Group |
| | | p. 61 Investigation 4 Day 4 Small Group |
| | | p. 71 Investigation 5 Day 3 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Text Types and Purposes |
| INDICATOR | LL.3.2. | Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes). |
| | | Reduce, Reuse, Recycle Study |
| | | p. 17 Exploring the Topic Day 2 Small Group |
| | | p. 19 Exploring the Topic Day 3 Small Group |
| | | p. 32 Investigation 1 Day 3 Large Group |
| | | p. 41 Investigation 2 Day 3 Large- Group Roundup |
| | | p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group |
| | | p. 48 Investigation 3 Day 2 Choice Time |
| | | p. 67 Investigation 5 Day 1 Choice Time |
| | | p. 87 Celebrating Learning Day 2 Large Group Roundup |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Production and Distribution of Writing |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper). |
| | | markers, computers, paper j. |
| | | Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group |
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| | | p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup |
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| INDICATOR | LL.3.4. | Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas. Reduce, Reuse, Recycle Study p. 17 Exploring the Topic Day 2 Small Group p. 19 Exploring the Topic Day 3 Small Group p. 32 Investigation 1 Day 3 Large Group p. 41 Investigation 2 Day 3 Large- Group Roundup p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Small Group p. 48 Investigation 3 Day 2 Choice Time p. 67 Investigation 5 Day 1 Choice Time p. 87 Celebrating Learning Day 2 Large Group Roundup |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Research to Build and Present Knowledge |
| INDICATOR | LL.3.5. | Use a variety of ways to find information and solve problems. Reduce, Reuse, Recycle Study p. 29 Investigation 1 Day 1 Small Group p. 36 Investigation 2 Day 1 Choice Time p. 36 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large-Group Roundup p. 49 Investigation 3 Day 2 Small Group |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration |
| INDICATOR | LL.4.1. | Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 1 Choice Time p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group |

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p. 29 Investigation 1 Day 1 Choice Time
p. 29 Investigation 1 Day 1 Large-Group Roundup
p. 29 Investigation 1 Day 1 Mighty Minutes
p. 29 Investigation 1 Day 1 Small Group
p. 30 Investigation 1 Day 2 Large Group
p. 31 Investigation 1 Day 2 Choice Time
p. 31 Investigation 1 Day 2 Large-Group Roundup
p. 31 Investigation 1 Day 2 Small Group
p. 32 Investigation 1 Day 3 Choice Time
p. 32 Investigation 1 Day 3 Large Group
p. 33 Investigation 1 Day 3 Large-Group Roundup
p. 33 Investigation 1 Day 3 Read-Aloud
p. 33 Investigation 1 Day 3 Small Group
p. 35 Investigation 2 Outdoor Experience
p. 36 Investigation 2 Day 1 Choice Time
p. 36 Investigation 2 Day 1 Large Group
p. 37 Investigation 2 Day 1 Large-Group Roundup
p. 37 Investigation 2 Day 1 Small Group
p. 38 Investigation 2 Day 2 Choice Time
p. 38 Investigation 2 Day 2 Large Group
p. 39 Investigation 2 Day 2 Large-Group Roundup
p. 39 Investigation 2 Day 2 Read-Aloud
p. 39 Investigation 2 Day 2 Small Group
p. 40 Investigation 2 Day 3 Choice Time
p. 40 Investigation 2 Day 3 Large Group
p. 41 Investigation 2 Day 3 Large- Group Roundup
p. 41 Investigation 2 Day 3 Small Group
p. 42 Investigation 2 Day 4 Large Group
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p. 43 Investigation 2 Day 4 Large-Group Roundup
p. 43 Investigation 2 Day 4 Read-Aloud
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p. 45 Investigation 3 Outdoor Experiences
p. 46 Investigation 3 Day 1 Choice Time
p. 46 Investigation 3 Day 1 Large Group
p. 47 Investigation 3 Day 1 Large-Group Roundup
p. 47 Investigation 3 Day 1 Small Group
p. 48 Investigation 3 Day 2 Choice Time
p. 48 Investigation 3 Day 2 Large Group
p. 49 Investigation 3 Day 2 Large-Group Roundup
p. 49 Investigation 3 Day 2 Small Group
p. 50 Investigation 3 Day 3 Large Group
p. 51 Investigation 3 Day 3 Choice Time
p. 51 Investigation 3 Day 3 Large-Group Roundup
p. 51 Investigation 3 Day 3 Read-Aloud
p. 51 Investigation 3 Day 3 Small Group
p. 53 Investigation 4 Outdoor Experiences
p. 54 Investigation 4 Day 1 Choice Time
p. 54 Investigation 4 Day 1 Large Group
p. 55 Investigation 4 Day 1 Large-Group Roundup
p. 55 Investigation 4 Day 1 Small Group
p. 56 Investigation 4 Day 2 Choice Time
p. 56 Investigation 4 Day 2 Large Group
p. 57 Investigation 4 Day 2 Large-Group Roundup
p. 57 Investigation 4 Day 2 Read-Aloud
p. 57 Investigation 4 Day 2 Small Group
p. 58 Investigation 4 Day 3 Large Group
p. 58 Investigation 4 Day 3 Choice Time
p. 59 Investigation 4 Day 3 Large-Group Roundup
p. 59 Investigation 4 Day 3 Read-Aloud
p. 59 Investigation 4 Day 3 Small Group
p. 60 Investigation 4 Day 4 Choice Time
p. 60 Investigation 4 Day 4 Large Group
p. 61 Investigation 4 Day 4 Large-Group Roundup
p. 61 Investigation 4 Day 4 Small Group
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| DENOUM A DIV | | |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas |
| INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large Group p. 19 Exploring the Topic Day 3 Mighty Minutes p. 19 Exploring the Topic Day 3 Read-Aloud p. 21 Exploring the Topic Day 4 Small Group p. 23 Exploring the Topic Day 5 Read-Aloud p. 31 Investigation 1 Day 2 Small Group |

| GRADE LEVEL Conventions of Standard English EXPECTATION INDICATOR LL.5.1. Apply basic grammatical structures in sp | oken language. |
|--|---|
| INDICATOR LL.5.1. Apply basic grammatical structures in sp | oken language. |
| Reduce, Reuse, Recycle Study p. 19 Exploring the Topic Day 3 Small Group p. 29 Investigation 1 Day 1 Small Group p. 31 Investigation 1 Day 2 Small Group p. 45 Investigation 3 Outdoor Experience p. 49 Investigation 3 Day 2 Small Group | |
| BENCHMARK LL.5. Students understand and apply the chara | acteristics of language. |
| GRADE LEVEL Knowledge of Language EXPECTATION | 33. |
| INDICATOR LL.5.2. Use language for a variety of purposes (e share information, and recite familiar text Reduce, Reuse, Recycle Study. p. 14 Exploring the Topic Day 1 Large Gr. p. 16 Exploring the Topic Day 2 Large Gr. p. 18 Exploring the Topic Day 2 Large Gr. p. 18 Exploring the Topic Day 4 Mighty M. p. 22 Exploring the Topic Day 5 Mighty M. p. 22 Exploring the Topic Day 5 Mighty M. p. 23 Exploring the Topic Day 5 Mighty Minute p. 23 Investigation 1 Day 1 Large Group p. 30 Investigation 1 Day 2 Large Group p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Large Group p. 34 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 37 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 1 Large Group p. 39 Investigation 2 Day 1 Large Group p. 31 Investigation 2 Day 3 Large Group p. 34 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 3 Large Group p. 44 Investigation 2 Day 4 Mighty Minute p. 45 Investigation 2 Day 4 Mighty Minute p. 45 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 4 Large Group p. 48 Investigation 3 Day 2 Large Group p. 55 Investigation 4 Day 1 Large Group p. 56 Investigation 4 Day 3 Small Group p. 56 Investigation 4 Day 4 Large Group p. 56 Investigation 4 Day 4 Small Group p. 66 Investigation 4 Day 4 Large Group p. 66 Investigation 5 Day 2 Large Group p. 69 In | oup oup oup oup oup oup oup inutes oup inutes s s s s s s s s s s s s s s s s s s |

| | | p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group p. 84 Celebrating Learning Day 1 Large Group p. 85 Celebrating Learning Day 1 Small Group |
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| | | p. 86 Celebrating Learning Day 2 Large Group p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Mighty Minutes |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use |
| INDICATOR | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group p. 15 Exploring the Topic Day 1 Large-Group Roundup |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud p. 16 Exploring the Topic Day 2 Large Group p. 17 Exploring the Topic Day 2 Small Group p. 17 Exploring the Topic Day 2 Large-Group Roundup p. 18 Exploring the Topic Day 3 Choice Time |
| | | p. 18 Exploring the Topic Day 3 Large Group p. 19 Exploring the Topic Day 3 Large-Group Roundup p. 19 Exploring the Topic Day 3 Read-Aloud p. 19 Exploring the Topic Day 3 Small Group p. 20 Exploring the Topic Day 4 Large Group |
| | | p. 21 Exploring the Topic Day 4 Large-Group Roundup p. 23 Exploring the Topic Day 5 Large-Group Roundup p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Read-Aloud |
| | | p. 23 Exploring the Topic Day 5 Small Group p. 29 Investigation 1 Day 1 Large-Group Roundup p. 30 Investigation 1 Day 2 Large Group p. 32 Investigation 1 Day 3 Large Group |
| | | p. 33 Investigation 1 Day 3 Large-Group Roundup p. 33 Investigation 1 Day 3 Read-Aloud p. 33 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group |
| | | p. 39 Investigation 2 Day 2 Read-Aloud p. 39 Investigation 2 Day 2 Small Group p. 41 Investigation 2 Day 3 Small Group p. 43 Investigation 2 Day 4 Large-Group Roundup |
| | | p. 43 Investigation 2 Day 4 Read-Aloud p. 43 Investigation 2 Day 4 Small Group p. 46 Investigation 3 Day 1 Choice Time |
| | | p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large-Group Roundup p. 47 Investigation 3 Day 1 Small Group p. 48 Investigation 3 Day 2 Choice Time |
| | | p. 49 Investigation 3 Day 2 Mighty Minutes p. 49 Investigation 3 Day 2 Large-Group Roundup p. 50 Investigation 3 Day 3 Large Group |
| | | p. 51 Investigation 3 Day 3 Choice Time p. 51 Investigation 3 Day 3 Large-Group Roundup p. 51 Investigation 3 Day 3 Read-Aloud p. 51 Investigation 3 Day 3 Small Group |
| | | p. 51 Investigation 3 Day 3 Small Group p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large-Group Roundup p. 55 Investigation 4 Day 1 Small Group |
| | | p. 57 Investigation 4 Day 1 Small Group p. 57 Investigation 4 Day 2 Large-Group Roundup p. 57 Investigation 4 Day 2 Read-Aloud p. 57 Investigation 4 Day 2 Small Group |
| | | p. 59 Investigation 4 Day 3 Read-Aloud |

| | | p. 60 Investigation 4 Day 4 Large Group p. 61 Investigation 4 Day 4 Large-Group Roundup p. 61 Investigation 4 Day 4 Small Group p. 62 Investigation 4 Day 5 Large Group p. 63 Investigation 4 Day 5 Large-Group Roundup p. 63 Investigation 4 Day 5 Read-Aloud p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Large-Group Roundup p. 68 Investigation 5 Day 2 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup p. 69 Investigation 5 Day 2 Mighty Minutes p. 69 Investigation 5 Day 2 Small Group p. 71 Investigation 5 Day 3 Large-Group Roundup p. 71 Investigation 5 Day 3 Read-Aloud p. 85 Celebrating Learning Day 1 Read-Aloud p. 87 Celebrating Learning Day 2 Read-Aloud p. 87 Celebrating Learning Day 2 Small Group p. 15 Exploring the Topic Day 1 Small Group |
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| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Number Names and the Count Sequence |
| INDICATOR | MTH.1.1. | Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle). Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group |
| INDICATOR | MTH.1.2. | Use number names with written numerals. Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Count Objects |
| INDICATOR | MTH.1.4. | Demonstrate understanding of one-to-one correspondence between objects and numbers. Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Compare Numbers |
| INDICATOR | MTH.1.6. | Demonstrates ability to compare quantities of objects. Reduce, Reuse, Recycle Study p. 23 Exploring the Topic Day 5 Small Group p. 47 Investigation 3 Day 1 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Addition as adding to, and subtraction as taking from |
| INDICATOR | MTH.2.1. | Recognize that the number of objects can change when they are added or taken away from a group. Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group |

| | | p. 49 Investigation 3 Day 2 Small Group |
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| INDICATOR | MILLOO | |
| INDICATOR | MTH.2.2. | Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5. |
| | | Reduce, Reuse, Recycle Study p. 16 Exploring the Topic Day 2 Large Group p. 29 Investigation 1 Day 1 Small Group p. 49 Investigation 3 Day 2 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Patterns |
| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. |
| | | Reduce, Reuse, Recycle Study p. 31 Investigation 1 Day 2 Mighty Minutes p. 31 Investigation 1 Day 2 Small Group p. 32 Investigation 1 Day 3 Large Group p. 33 Investigation 1 Day 3 Mighty Minutes p. 67 Investigation 5 Day 1 Mighty Minutes p. 71 Investigation 5 Day 3 Small Group |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Compare measurable attributes |
| INDICATOR | MTH.3.1. | Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group |
| INDICATOR | MTH.3.2. | Use standard or nonstandard measurement techniques to measure objects. Reduce, Reuse, Recycle Study p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group p. 87 Celebrating Learning Day 2 Small Group |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Classify objects |
| INDICATOR | MTH.3.3. | Order objects by size and length. Reduce, Reuse, Recycle Study |
| | | p. 39 Investigation 2 Day 2 Small Group p. 57 Investigation 4 Day 2 Small Group |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Identify and describe shapes |
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three-dimensional shapes. Reduce, Reuse, Recycle Study p. 14 Exploring the Topic Day 1 Large Group |
| | | p. 20 Exploring the Topic Day 4 Large Group p. 22 Exploring the Topic Day 5 Large Group |
| | | p. 51 Investigation 3 Day 3 Choice Time p. 55 Investigation 4 Day 1 Mighty Minutes |

| | | p. 69 Investigation 5 Day 2 Small Group |
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| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |
| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or position of objects. Reduce, Reuse, Recycle Study p. 41 Investigation 2 Day 3 Mighty Minutes p. 49 Investigation 3 Day 2 Small Group |
| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.2. | Recognize and inquire about simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet). Reduce, Reuse, Recycle Study p. 28 Investigation 1 Day 1 Large Group p. 66 Investigation 5 Day 1 Large Group |
| INDICATOR | SCI.1.3. | Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle). Reduce, Reuse, Recycle Study p. 22 Exploring the Topic Day 5 Large Group p. 36 Investigation 2 Day 1 Large Group p. 42 investigation 2 Day 4 Choice Time p. 61 Investigation 4 Day 4 Large-Group Roundup |
| | | p. 61 Investigation 4 Day 4 Mighty Minutes |
| BENCHMARK | SCI.2. | |
| BENCHMARK GRADE LEVEL EXPECTATION | SCI.2. | p. 61 Investigation 4 Day 4 Mighty Minutes |
| GRADE LEVEL | SCI.2. | p. 61 Investigation 4 Day 4 Mighty Minutes Students use the process of science inquiry. |
| GRADE LEVEL EXPECTATION | | p. 61 Investigation 4 Day 4 Mighty Minutes Students use the process of science inquiry. Scientific Inquiry Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment. Reduce, Reuse, Recycle Study p. 57 Investigation 4 Day 2 Small Group |

| | | drawings about their environment (e.g., weather). |
|-------------------------|----------|--|
| | | Reduce, Reuse, Recycle Study p. 36 Investigation 2 Day 1 Large Group |
| INDICATOR | SCI.2.4. | Make predictions and generate ideas based on past experience, observations, and information. |
| | | Reduce, Reuse, Recycle Study p. 21 Exploring the Topic Day 4 Small Group |
| BENCHMARK | SCI.3. | Students understand the basic concepts and principles of physical science. |
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Reduce, Reuse, Recycle Study |
| | | p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large-Group p. 15 Exploring the Topic Day 1 Large-Group Roundup p. 15 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 16 Exploring the Topic Day 2 Choice Time p. 18 Exploring the Topic Day 3 Choice Time p. 20 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Large Group p. 21 Exploring the Topic Day 4 Choice Time p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group p. 23 Exploring the Topic Day 5 Choice Time p. 23 Exploring the Topic Day 5 Small Group p. 27 Investigation 1 Outdoor Experiences p. 28 Investigation 1 Day 1 Large Group p. 29 Investigation 1 Day 1 Choice Time p. 29 Investigation 1 Day 1 Mighty Minutes p. 31 Investigation 1 Day 3 Choice Time p. 32 Investigation 1 Day 3 Small Group p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Large Group p. 36 Investigation 2 Day 1 Large Group p. 38 Investigation 2 Day 2 Choice Time p. 36 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 40 Investigation 2 Day 3 Choice Time p. 41 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 42 Investigation 2 Day 4 Large Group p. 43 Investigation 2 Day 4 Large Group p. 44 Investigation 2 Day 4 Large Group p. 45 Investigation 2 Day 4 Large Group p. 46 Investigation 3 Day 1 Large Group p. 47 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 1 Large Group p. 48 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 48 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 49 Investigation 3 Day 2 Large Group p. 50 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Large Group p. 51 Investigation 3 Day 3 Large-Group Roundup |
| | | p. 53 Investigation 4 Outdoor Experiences p. 54 Investigation 4 Day 1 Choice Time p. 54 Investigation 4 Day 1 Large Group p. 55 Investigation 4 Day 1 Large-Group Roundup p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group p. 57 Investigation 4 Day 2 Large-Group Roundup |

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| | | p. 57 Investigation 4 Day 2 Small Group p. 58 Investigation 4 Day 3 Large Group |
| | | p. 58 Investigation 4 Day 3 Choice Time |
| | | p. 59 Investigation 4 Day 3 Large-Group Roundup |
| | | p. 60 Investigation 4 Day 4 Choice Time |
| | | p. 60 Investigation 4 Day 4 Large Group |
| | | p. 61 Investigation 4 Day 4 Large-Group Roundup |
| | | p. 61 Investigation 4 Day 4 Mighty Minutes |
| | | p. 62 Investigation 4 Day 5 Choice Time |
| | | p. 62 Investigation 4 Day 5 Large Group |
| | | p. 63 Investigation 4 Day 5 Large-Group Roundup |
| | | p. 65 Investigation 5 Outdoor Experience |
| | | p. 66 Investigation 5 Day 1 Large Group p. 67 Investigation 5 Day 1 Choice Time |
| | | p. 67 Investigation 5 Day 1 Choice Time p. 67 Investigation 5 Day 1 Large-Group Roundup |
| | | p. 69 Investigation 5 Day 2 Choice Time |
| | | p. 69 Investigation 5 Day 2 Large-Group Roundup |
| | | p. 69 Investigation 5 Day 2 Small Group |
| | | p. 71 Investigation 5 Day 3 Choice Time |
| | | p. 71 Investigation 5 Day 3 Large-Group Roundup |
| | | p. 83 Celebrating Learning Outdoor Experiences |
| | | p. 84 Celebrating Learning Day 1 Choice Time |
| | | p. 84 Celebrating Learning Day 1 Large Group |
| | | p. 85 Celebrating Learning Day 1 Large-Group Roundup |
| | | p. 86 Celebrating Learning Day 2 Large Group |
| | | p. 87 Celebrating Learning Day 2 Choice Time |
| | | p. 87 Celebrating Learning Day 2 Large Group Roundup |
| | | p. 87 Celebrating Learning Day 2 Mighty Minutes |
| | | p. 87 Celebrating Learning Day 2 Small Group |
| | _ | p.15 Exploring the Topic Day 1 Small Group |
| INDICATOR | SCI.3.2. | Observe and describe the physical properties of materials (e.g., liquids or solids found in the everyday environment). |
| | | Reduce, Reuse, Recycle Study |
| | | p. 14 Exploring the Topic Day 1 Large Group |
| | | p. 15 Exploring the Topic Day 1 Large-Group Roundup |
| | | p. 20 Exploring the Topic Day 4 Large Group |
| | | p. 21 Exploring the Topic Day 4 Choice Time |
| | | p. 23 Exploring the Topic Day 5 Small Group |
| | | p. 28 Investigation 1 Day 1 Large Group |
| | | p. 29 Investigation 1 Day 1 Choice Time |
| | | p. 29 Investigation 1 Day 1 Mighty Minutes |
| | | p. 33 Investigation 1 Day 3 Small Group |
| | | p. 42 Investigation 2 Day 4 Large Group |
| | | p. 42 investigation 2 Day 4 Choice Time |
| | | p. 47 Investigation 3 Day 1 Small Group |
| | | p. 51 Investigation 3 Day 3 Choice Time |
| | | p. 53 Investigation 4 Outdoor Experiences |
| | | p. 66 Investigation 5 Day 1 Large Group p. 69 Investigation 5 Day 2 Large-Group Roundup |
| | | p. 69 Investigation 5 Day 2 Earge-Group Roundup p. 69 Investigation 5 Day 2 Small Group |
| CONTENT OF THE | Lup oo | |
| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.1. | Students apply social studies skills and resources. |
| GRADE LEVEL EXPECTATION | | Map Skills |
| INDICATOR | SS.1.2. | Understand that maps, visuals, and objects can represent places. |
| | | Reduce, Reuse, Recycle Study p. 38 Investigation 2 Day 2 Large Group |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| ODADE LEVEL | | - |
| GRADE LEVEL | | Citizenship |

| EXPECTATION | | |
|-------------|---------|--|
| INDICATOR | SS.4.1. | Share responsibility for caring for their environment (e.g., cleaning, |
| | | recycling). |
| | | |
| | | Reduce, Reuse, Recycle Study p. 13 Exploring the Topic Outdoor Experiences |
| | | p. 13 Exploring the Topic Outdoor Experiences p. 14 Exploring the Topic Day 1 Large Group |
| | | p. 15 Exploring the Topic Day 1 Large-Group Roundup |
| | | p. 15 Exploring the Topic Day 1 Choice Time |
| | | p. 15 Exploring the Topic Day 1 Read-Aloud |
| | | p. 16 Exploring the Topic Day 2 Choice Time |
| | | p. 16 Exploring the Topic Day 2 Large Group |
| | | p. 18 Exploring the Topic Day 3 Choice Time |
| | | p. 20 Exploring the Topic Day 4 Large Group |
| | | p. 21 Exploring the Topic Day 4 Choice Time |
| | | p. 21 Exploring the Topic Day 4 Small Group p. 22 Exploring the Topic Day 5 Large Group |
| | | p. 23 Exploring the Topic Day 5 Choice Time |
| | | p. 23 Exploring the Topic Day 5 Small Group |
| | | p. 27 Investigation 1 Outdoor Experiences |
| | | p. 28 Investigation 1 Day 1 Large Group |
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| | | p. 29 Investigation 1 Day 1 Mighty Minutes |
| | | p. 31 Investigation 1 Day 2 Choice Time |
| | | p. 31 Investigation 1 Day 2 Read-Aloud |
| | | p. 32 Investigation 1 Day 3 Choice Time p. 33 Investigation 1 Day 3 Small Group |
| | | p. 36 Investigation 1 Day 3 Small Group p. 36 Investigation 2 Day 1 Choice Time |
| | | p. 36 Investigation 2 Day 1 Choice Time |
| | | p. 38 Investigation 2 Day 2 Choice Time |
| | | p. 40 Investigation 2 Day 3 Choice Time |
| | | p. 40 Investigation 2 Day 3 Large Group |
| | | p. 41 Investigation 2 Day 3 Read-Aloud |
| | | p. 41 Investigation 2 Day 3 Small Group |
| | | p. 42 Investigation 2 Day 4 Large Group |
| | | p. 42 investigation 2 Day 4 Choice Time |
| | | p. 43 Investigation 2 Day 4 Large-Group Roundup p. 43 Investigation 2 Day 4 Small Group |
| | | p. 45 Investigation 3 Outdoor Experiences |
| | | p. 46 Investigation 3 Day 1 Choice Time |
| | | p. 46 Investigation 3 Day 1 Large Group |
| | | p. 47 Investigation 3 Day 1 Small Group |
| | | p. 48 Investigation 3 Day 2 Choice Time |
| | | p. 48 Investigation 3 Day 2 Large Group |
| | | p. 49 Investigation 3 Day 2 Large-Group Roundup |
| | | p. 49 Investigation 3 Day 2 Read-Aloud p. 50 Investigation 3 Day 3 Large Group |
| | | p. 50 Investigation 3 Day 3 Carge Group p. 51 Investigation 3 Day 3 Choice Time |
| | | p. 51 Investigation 3 Day 3 Large-Group Roundup |
| | | p. 53 Investigation 4 Outdoor Experiences |
| | | p. 54 Investigation 4 Day 1 Choice Time |
| | | p. 54 Investigation 4 Day 1 Large Group |
| | | p. 55 Investigation 4 Day 1 Large-Group Roundup |
| | | p. 55 Investigation 4 Day 1 Read-Aloud |
| | | p. 56 Investigation 4 Day 2 Choice Time p. 56 Investigation 4 Day 2 Large Group |
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| | | p. 57 Investigation 4 Day 2 Large-Group Roundup |
| | | p. 57 Investigation 4 Day 2 Keau-Aloud p. 57 Investigation 4 Day 2 Small Group |
| | | p. 58 Investigation 4 Day 3 Large Group |
| | | p. 58 Investigation 4 Day 3 Choice Time |
| | | p. 59 Investigation 4 Day 3 Large-Group Roundup |
| | | p. 60 Investigation 4 Day 4 Choice Time |
| | | p. 60 Investigation 4 Day 4 Large Group |
| ı | | p. 61 Investigation 4 Day 4 Large-Group Roundup |

| | | p. 61 Investigation 4 Day 4 Mighty Minutes |
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| | | p. 62 Investigation 4 Day 5 Choice Time |
| | | p. 62 Investigation 4 Day 5 Large Group |
| | | p. 63 Investigation 4 Day 5 Large-Group Roundup |
| | | p. 65 Investigation 5 Outdoor Experience |
| | | p. 66 Investigation 5 Day 1 Large Group |
| | | p. 67 Investigation 5 Day 1 Choice Time |
| | | p. 67 Investigation 5 Day 1 Large-Group Roundup |
| | | p. 67 Investigation 5 Day 1 Read-Aloud |
| | | p. 69 Investigation 5 Day 2 Choice Time |
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| | | p. 69 Investigation 5 Day 2 Read-Aloud |
| | | p. 69 Investigation 5 Day 2 Small Group |
| | | p. 71 Investigation 5 Day 3 Choice Time |
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| | | p. 83 Celebrating Learning Outdoor Experiences |
| | | p. 84 Celebrating Learning Day 1 Choice Time |
| | | p. 84 Celebrating Learning Day 1 Large Group |
| | | p. 85 Celebrating Learning Day 1 Read-Aloud |
| | | p. 85 Celebrating Learning Day 1 Large-Group Roundup |
| | | p. 86 Celebrating Learning Day 2 Large Group |
| | | p. 87 Celebrating Learning Day 2 Read-Aloud |
| | | p. 87 Celebrating Learning Day 2 Choice Time |
| | | p. 87 Celebrating Learning Day 2 Large Group Roundup |
| | | p. 87 Celebrating Learning Day 2 Mighty Minutes |
| | | p. 87 Celebrating Learning Day 2 Small Group |
| | | p.15 Exploring the Topic Day 1 Small Group |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, |
| | | community, and family life. |
| | | |
| | | Reduce, Reuse, Recycle Study |
| | | p. 14 Exploring the Topic Day 1 Large Group |
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Trees Study
State: North Dakota Pre-Kindergarten Content Standards
Subject: Early Childhood Education
Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
|----------------------------|----------|--|
| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 053 Investigation 3 Day 1 Read-Aloud p. 056 Investigation 3 Day 1 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 077 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 1 Read-Aloud p. 077 Investigation 5 Day 2 Large-Group Roundup p. 090 Investigation 6 Day 3 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). Trees Study p. 014 Exploring the Topic Day 1 Large Group |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Social Competence |
| INDICATOR | SED.2.2. | Communicate with peer or adult when encountering challenges. Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time |
| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
| BENCHMARK | APL.1. | Students demonstrate habits of mind and dispositions important to learning. |
| GRADE LEVEL EXPECTATION | | Engagement and Persistence |
| INDICATOR | APL.1.5. | Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem. Trees Study p. 029 Investigation 1 Day 1 Small Group p. 041 Investigation 2 Day 1 Small Group p. 079 Investigation 5 Day 3 Small Group p. 090 Investigation 6 Day 3 Choice Time |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |

| GRADE LEVEL EXPECTATION | | Pretend play |
|---|----------|---|
| GRADE LEVEL EXPECTATION INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy situations. Trees Study D. 014 Exploring the Topic Day 1 Large Group D. 015 Exploring the Topic Day 3 Mighty Minutes D. 018 Exploring the Topic Day 3 Mighty Minutes D. 019 Exploring the Topic Day 3 Mighty Minutes D. 023 Exploring the Topic Day 5 Mighty Minutes D. 023 Exploring the Topic Day 5 Mighty Minutes D. 028 Investigation 1 Day 1 Large Group D. 033 Investigation 1 Day 4 Large Group D. 034 Investigation 1 Day 5 Large Group D. 034 Investigation 2 Day 1 Mighty Minutes D. 041 Investigation 2 Day 1 Mighty Minutes D. 041 Investigation 2 Day 2 Mighty Minutes D. 044 Investigation 2 Day 2 Mighty Minutes D. 044 Investigation 2 Day 3 Large Group D. 046 Investigation 2 Day 4 Large Group D. 046 Investigation 2 Day 4 Large Group D. 047 Investigation 2 Day 4 Large Group D. 048 Investigation 2 Day 5 Large Group D. 049 Investigation 2 Day 5 Large Group D. 049 Investigation 2 Day 5 Large Group D. 051 Investigation 3 Day 1 Small Group D. 054 Investigation 3 Day 1 Small Group D. 055 Investigation 3 Day 2 Large Group D. 056 Investigation 3 Day 2 Large Group D. 051 Investigation 3 Day 4 Large-Group Roundup D. 061 Investigation 3 Day 5 Small Group D. 061 Investigation 3 Day 5 Small Group D. 063 Investigation 4 Day 1 Small Group D. 065 Investigation 4 Day 1 Small Group D. 066 Investigation 4 Day 2 Large Group D. 067 Investigation 4 Day 2 Large Group D. 068 Investigation 4 Day 2 Large Group D. 069 Investigation 4 Day 3 Small Group D. 061 Investigation 5 Day 1 Small Group D. 073 Investigation 5 Day 1 Small Group D. 074 Investigation 5 Day 1 Mighty Minutes D. 075 Investigation 5 Day 1 Mighty Minutes D. 077 Investigation 5 Day 2 Mighty Minutes D. 078 Investigation 5 Day 4 Large Group D. 079 Investigation 5 Day 5 Large Group D. 079 Investigation 5 Day 5 Large Group D. 079 Investigation 5 Day 5 Large Group D. 082 Investigation 5 Day 5 Mighty |
| | | p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes p. 105 Celebrating Learning Outdoor Experiences p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes p. 109 Celebrating Learning Day 2 Mighty Minutes |
| INDICATOR | APL.2.6. | Engages in elaborate sustained imagined play and can distinguish between real life and fantasy. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 024 Exploring the Topic Day 5 Mighty Minutes p. 025 Investigation 1 Day 1 Large Group p. 036 Investigation 1 Day 4 Large Group p. 036 Investigation 1 Day 5 Large Group |

| INDICATOR | PD.1.2. | kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment). Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing). Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience |
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| | PD.1.2. | bags, playground equipment). Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing). |
| | DD 4.2 | bags, playground equipment). Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences |
| INDICATOR | | bags, playground equipment). Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes |
| INDICATOR | | |
| EXPECTATION | PD.1.1. | Combine large motor movements (e.g., pulling, throwing, catching, |
| GRADE LEVEL | | to perform a variety of physical activities. Movement Skills |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed |
| CONTENT STANDARD | ND.PD. | p. 109 Celebrating Learning Day 2 Mighty Minutes Physical Development |
| | | p. 106 Celebrating Learning Day 1 Large Group p. 107 Celebrating Learning Day 1 Mighty Minutes |
| | | p. 105 Celebrating Learning Outdoor Experiences |
| | | p. 085 Investigation 6 Outdoor Experience p. 091 Investigation 6 Day 3 Mighty Minutes |
| | | p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes |
| | | p. 080 Investigation 5 Day 4 Large Group |
| | | p. 077 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 5 Day 3 Small Group |
| | | p. 075 Investigation 5 Day 1 Read-Aloud p. 075 Investigation 5 Day 1 Small Group |
| | | p. 073 Investigation 5 Outdoor Experiences |
| | | p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Large Group |
| | | p. 065 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 2 Large Group |
| | | p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Outdoor Experiences |
| | | p. 061 Investigation 3 Day 5 Mighty Minutes |
| | | p. 059 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup |
| | | p. 055 Investigation 3 Day 2 Mighty Minutes |
| | | p. 053 Investigation 3 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group |
| | | p. 051 Investigation 3 Outdoor Experiences |
| | | p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Choice Time |
| | | p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Mighty Minutes |
| | | p. 046 Investigation 2 Day 4 Choice Time |
| | | p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 3 Large Group |
| | | |

| | | to perform a variety of physical activities. |
|----------------------------|---------|---|
| GRADE LEVEL | | Control in Movement |
| EXPECTATION | | |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 075 Investigation 5 Day 1 Mighty Minutes p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences |
| INDICATOR | PD.1.4. | Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam). Trees Study p. 039 Investigation 2 Outdoor Experiences |
| | | p. 040 Investigation 2 Day 1 Large Group p. 043 Investigation 2 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 081 Investigation 5 Day 4 Choice Time |
| INDICATOR | PD.1.5. | Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring). |
| | | Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience |
| INDICATOR | PD.1.6. | Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils). Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience |
| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| INDICATOR | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes p. 080 Investigation 5 Day 4 Large Group p. 085 Investigation 6 Outdoor Experience p. 105 Celebrating Learning Outdoor Experiences p. 109 Celebrating Learning Day 2 Mighty Minutes |
| BENCHMARK | PD.4. | Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness. |

| GRADE LEVEL EXPECTATION | | Physiological Response to Physical Activity |
|----------------------------|----------|--|
| INDICATOR | PD.4.2. | Exhibit control, strength, and dexterity in hand muscles. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 085 Investigation 6 Outdoor Experience |
| CONTENT STANDARD | ND.H. | Health |
| BENCHMARK | H.1. | Students understand the fundamental concepts of growth and development. |
| GRADE LEVEL EXPECTATION | | Human Growth and Development |
| INDICATOR | H.1.1. | Recognize that people, including self, are growing and developing. Trees Study p. 074 Investigation 5 Day 1 Large Group p. 076 Investigation 5 Day 2 Large Group p. 083 Investigation 5 Day 5 Read-Aloud |
| BENCHMARK | H.2. | Students understand concepts related to the promotion of health and the prevention of disease. |
| GRADE LEVEL EXPECTATION | | Personal Health |
| INDICATOR | H.2.1. | Develop awareness of behaviors that promote health and well-being (e.g., eating nutritious foods, sufficient rest, avoidance of unhealthy substances). Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group |
| BENCHMARK | H.4. | Students demonstrate the ability to use decision making and goal setting skills to enhance health. |
| GRADE LEVEL EXPECTATION | | Goal Setting |
| INDICATOR | H.4.1. | Exhibit knowledge about foods and nutrition (e.g., foods that are healthy or unhealthy). Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group |
| INDICATOR | H.4.2. | Make healthy choices (e.g., eats veggies and fruits) and engage in healthy practices (e.g., routines for personal hygiene). Trees Study p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group |
| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |
| GRADE LEVEL EXPECTATION | | Movement Elements |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. |

| | | Trees Study p. 055 Investigation 3 Day 2 Mighty Minutes |
|----------------------------|----------|--|
| BENCHMARK | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 3 Mighty Minutes p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 5 Mighty Minutes p. 023 Exploring the Topic Day 5 Mighty Minutes p. 028 Investigation 1 Day 1 Large Group p. 031 Investigation 1 Day 1 Large Group p. 032 Investigation 1 Day 4 Large Group p. 034 Investigation 1 Day 5 Large Group p. 034 Investigation 2 Day 1 Mighty Minutes p. 041 Investigation 2 Day 1 Small Group p. 043 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 2 Mighty Minutes p. 044 Investigation 2 Day 4 Choice Time p. 046 Investigation 2 Day 4 Large Group p. 046 Investigation 2 Day 4 Large Group p. 047 Investigation 2 Day 4 Large Group p. 048 Investigation 2 Day 5 Large Group p. 049 Investigation 2 Day 5 Large Group p. 049 Investigation 3 Day 5 Choice Time p. 051 Investigation 3 Day 1 Small Group p. 053 Investigation 3 Day 2 Large Group p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Large Group p. 056 Investigation 3 Day 4 Large-Group Roundup p. 061 Investigation 3 Day 5 Large-Group Roundup p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 063 Investigation 4 Day 1 Small Group p. 066 Investigation 4 Day 1 Small Group p. 067 Investigation 4 Day 2 Large Group p. 069 Investigation 4 Day 2 Large Group p. 070 Investigation 5 Day 1 Read-Aloud p. 071 Investigation 5 Day 1 Rage Group p. 072 Investigation 5 Day 2 Mighty Minutes p. 073 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 4 Large Group p. 078 Investigation 5 Day 2 Mighty Minutes p. 079 Investigation 6 Day 3 Small Group p. 071 Investigation 6 Day 3 Small Group p. 072 Investigation 6 Day 3 Small Group p. 074 Investigation 6 Day 3 Mighty Minutes p. 075 Investigation 6 Day 4 Large Group p. 080 Investigat |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Singing |
| INDICATOR | ART.3.1. | Sing to music. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 016 Exploring the Topic Day 2 Large Group p. 018 Exploring the Topic Day 3 Large Group |

| | | p. 019 Exploring the Topic Day 3 Mighty Minutes |
|-------------|------------|---|
| | | p. 020 Exploring the Topic Day 4 Large Group |
| | | p. 022 Exploring the Topic Day 5 Large Group |
| | | p. 023 Exploring the Topic Day 5 Mighty Minutes |
| | | p. 028 Investigation 1 Day 1 Large Group p. 030 Investigation 1 Day 2 Large Group |
| | | p. 030 Investigation 1 Day 2 Large Group |
| | | p. 034 Investigation 1 Day 4 Large Group |
| | | p. 036 Investigation 1 Day 5 Large Group |
| | | p. 040 Investigation 2 Day 1 Large Group |
| | | p. 042 Investigation 2 Day 2 Large Group |
| | | p. 043 Investigation 2 Day 2 Mighty Minutes |
| | | p. 043 Investigation 2 Day 2 Small Group |
| | | p. 044 Investigation 2 Day 3 Large Group |
| | | p. 045 Investigation 2 Day 3 Small Group |
| | | p. 046 Investigation 2 Day 4 Large Group |
| | | p. 047 Investigation 2 Day 4 Mighty Minutes |
| | | p. 048 Investigation 2 Day 5 Large Group |
| | | p. 052 Investigation 3 Day 1 Large Group |
| | | p. 054 Investigation 3 Day 2 Large Group |
| | | p. 055 Investigation 3 Day 2 Small Group |
| | | p. 056 Investigation 3 Day 3 Large Group |
| | | p. 058 Investigation 3 Day 4 Large Group |
| | | p. 060 Investigation 3 Day 5 Large Group |
| | | p. 064 Investigation 4 Day 1 Large Group |
| | | p. 065 Investigation 4 Day 1 Mighty Minutes |
| | | p. 065 Investigation 4 Day 1 Small Group |
| | | p. 066 Investigation 4 Day 2 Large Group |
| | | p. 068 Investigation 4 Day 3 Large Group |
| | | p. 070 Investigation 4 Day 4 Large Group |
| | | p. 074 Investigation 5 Day 1 Large Group |
| | | p. 075 Investigation 5 Day 1 Mighty Minutes |
| | | p. 075 Investigation 5 Day 1 Small Group |
| | | p. 076 Investigation 5 Day 2 Large Group |
| | | p. 078 Investigation 5 Day 3 Large Group |
| | | p. 079 Investigation 5 Day 3 Mighty Minutes |
| | | p. 080 Investigation 5 Day 4 Large Group |
| | | p. 082 Investigation 5 Day 5 Large Group p. 083 Investigation 5 Day 5 Mighty Minutes |
| | | p. 086 Investigation 6 Day 1 Large Group |
| | | p. 087 Investigation 6 Day 1 Large Group |
| | | p. 088 Investigation 6 Day 2 Large Group |
| | | p. 090 Investigation 6 Day 3 Large Group |
| | | p. 092 Investigation 6 Day 4 Large Group |
| | | p. 106 Celebrating Learning Day 1 Large Group |
| | | p. 107 Celebrating Learning Day 1 Mighty Minutes |
| | | p. 108 Celebrating Learning Day 2 Large Group |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| | /1\ 1 . 4. | |
| GRADE LEVEL | | Visual Art Media, Techniques, and Processes |
| EXPECTATION | | |
| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a |
| | | variety of two-dimensional and three-dimensional processes. |
| | | Towar Structur |
| | | Trees Study |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 030 Investigation 1 Day 2 Large Group |
| | | p. 032 Investigation 1 Day 3 Large Group |
| | | p. 033 Investigation 1 Day 3 Choice Time |
| | | p. 033 Investigation 1 Day 3 Large-Group Roundup |
| | | p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 037 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group |
| | | p. 058 Investigation 3 Day 4 Large Group |
| | | p. 059 Investigation 3 Day 4 Choice Time |
| | | p. 555 m. 556 gation 6 Buy 4 Onoise Time |

| | | p. 059 Investigation 3 Day 4 Large-Group Roundup |
|-------------------------|----------|--|
| | | p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Choice Time |
| | | p. 066 Investigation 4 Day 1 Choice Time |
| | | p. 066 Investigation 4 Day 2 Large Group |
| | | p. 067 Investigation 4 Day 2 Large-Group Roundup |
| | | p. 068 Investigation 4 Day 3 Large Group |
| | | p. 069 Investigation 4 Day 3 Choice Time |
| | | p. 069 Investigation 4 Day 3 Large-Group Roundup |
| | | p. 070 Investigation 4 Day 4 Choice Time |
| | | p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup |
| | | p. 070 Investigation 4 Day 4 Earge-Group Roundup |
| | | p. 077 Investigation 5 Day 2 Small Group |
| | | p. 078 Investigation 5 Day 3 Large Group |
| | | p. 080 Investigation 5 Day 4 Large Group |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 088 Investigation 6 Day 2 Choice Time |
| | | p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup |
| | | p. 109 Celebrating Learning Day 2 Small Group |
| DENCIMARY | ADT 4 | |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| INDICATOR | ART.4.2. | Create art work that depicts objects and events and/or expresses |
| | | feelings, thoughts, and ideas. |
| | | Trees Study |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 030 Investigation 1 Day 2 Large Group |
| | | p. 032 Investigation 1 Day 3 Large Group |
| | | p. 033 Investigation 1 Day 3 Choice Time |
| | | p. 033 Investigation 1 Day 3 Large-Group Roundup |
| | | p. 035 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 049 Investigation 2 Day 5 Kead-Aloud p. 049 Investigation 2 Day 5 Small Group |
| | | p. 058 Investigation 3 Day 4 Large Group |
| | | p. 059 Investigation 3 Day 4 Choice Time |
| | | p. 059 Investigation 3 Day 4 Large-Group Roundup |
| | | p. 064 Investigation 4 Day 1 Large Group |
| | | p. 065 Investigation 4 Day 1 Choice Time |
| | | p. 066 Investigation 4 Day 2 Choice Time p. 066 Investigation 4 Day 2 Large Group |
| | | p. 067 Investigation 4 Day 2 Large-Group Roundup |
| | | p. 068 Investigation 4 Day 3 Large Group |
| | | p. 069 Investigation 4 Day 3 Choice Time |
| | | p. 069 Investigation 4 Day 3 Large-Group Roundup |
| | | p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large Group |
| | | p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large-Group Roundup |
| | | p. 070 Investigation 4 Day 4 Small Group |
| | | p. 077 Investigation 5 Day 2 Small Group |
| | | p. 078 Investigation 5 Day 3 Large Group |
| | | p. 080 Investigation 5 Day 4 Large Group |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group |
| | | p. 109 Celebrating Learning Day 2 Large-Group Roundup |
| | | p. 109 Celebrating Learning Day 2 Small Group |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Connections |
| INDICATOR | ART.4.3. | Share and discuss own art work with others, including opinions, |

| | | likes, and dislikes about artistic creations. |
|-----------------------------------|------------------|---|
| | | Trees Study |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 030 Investigation 1 Day 2 Large Group |
| | | p. 032 Investigation 1 Day 3 Large Group |
| | | p. 033 Investigation 1 Day 3 Choice Time |
| | | p. 033 Investigation 1 Day 3 Large-Group Roundup |
| | | p. 035 Investigation 1 Day 4 Large-Group Roundup |
| | | p. 037 Investigation 1 Day 5 Read-Aloud p. 049 Investigation 2 Day 5 Small Group |
| | | p. 058 Investigation 3 Day 4 Large Group |
| | | p. 059 Investigation 3 Day 4 Choice Time |
| | | p. 059 Investigation 3 Day 4 Large-Group Roundup |
| | | p. 064 Investigation 4 Day 1 Large Group |
| | | p. 065 Investigation 4 Day 1 Choice Time |
| | | p. 066 Investigation 4 Day 2 Choice Time |
| | | p. 066 Investigation 4 Day 2 Large Group |
| | | p. 067 Investigation 4 Day 2 Large-Group Roundup |
| | | p. 068 Investigation 4 Day 3 Large Group |
| | | p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Large-Group Roundup |
| | | p. 070 Investigation 4 Day 3 Large-Group Roundup |
| | | p. 070 Investigation 4 Day 4 Large Group |
| | | p. 070 Investigation 4 Day 4 Large-Group Roundup |
| | | p. 070 Investigation 4 Day 4 Small Group |
| | | p. 077 Investigation 5 Day 2 Small Group |
| | | p. 078 Investigation 5 Day 3 Large Group |
| | | p. 080 Investigation 5 Day 4 Large Group |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 088 Investigation 6 Day 2 Choice Time |
| | | p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Large-Group Roundup |
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| CONTENT STANDARD | ND II | p. 109 Celebrating Learning Day 2 Small Group |
| CONTENT STANDARD | ND. LL. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy |
| BENCHMARK | ND. LL. LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. |
| | | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy |
| BENCHMARK GRADE LEVEL | | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Trees Study |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Trees Study p. 014 Exploring the Topic Day 1 Large Group |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.1. | p. 109 Celebrating Learning Day 2 Small Group Language and Literacy Students read a variety of literature and informational texts. Key Ideas and Details Recall and retell information from a book with attention to the main events or major ideas. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time |
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| p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 029 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Read-Aloud | | | |
| p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Read-Aloud p. 044 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Read-Aloud p. 041 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Read-Aloud p. 044 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 040 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | II. | |
| p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | The second secon | | p. 031 Investigation 1 Day 2 Read-Aloud |
| p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | |
| p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group |
| p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group |
| p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud |
| p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group |
| p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud |
| p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud |
| p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group |
| p. 045 Investigation 2 Day 3 Read-Aloud | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud |
| | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud |
| | | | p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Read-Aloud p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 044 Investigation 2 Day 3 Large Group |

| | | p. 049 Investigation 2 Day 5 Read-Aloud p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Read-Aloud p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 3 Small Group p. 058 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 4 Large Group p. 059 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Choice Time p. 060 Investigation 3 Day 5 Read-Aloud p. 061 Investigation 3 Day 5 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 071 Investigation 4 Day 4 Read-Aloud p. 075 Investigation 5 Day 1 Read-Aloud p. 076 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 2 Read-Aloud p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 083 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 1 Read-Aloud p. 089 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 1 Read-Aloud p. 081 Investigation 6 Day 2 Read-Aloud p. 083 Investigation 6 Day 2 Read-Aloud p. 084 Investigation 6 Day 1 Read-Aloud p. 087 Investigation 6 Day 2 Read-Aloud p. 091 Investigation 6 Day 1 Read-Aloud p. 093 Investigation 6 Day 1 Read-Aloud p. 094 Investigation 6 Day 1 Read-Aloud p. 095 Investigation 6 Day 1 Read-Aloud p. 096 Investigation 6 Day 1 Read-Aloud p. 097 Investigation 6 Day 1 Read-Aloud p. 098 Investigation 6 Day 1 Read-Aloud p. 099 Investigation 6 Day 1 Read-A |
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| | | p. 109 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL | | Craft and Structure |
| EXPECTATION | | |
| INDICATOR | LL.1.3. | Know that books and other reading materials have titles, authors, and often, illustrators. Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Read-Aloud p. 035 Investigation 1 Day 4 Read-Aloud p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 045 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 3 Day 1 Read-Aloud |

| | | p. 071 Investigation 4 Day 4 Read- Aloud |
|--|---------|--|
| | | p. 075 Investigation 5 Day 1 Read-Aloud |
| | | p. 081 Investigation 5 Day 4 Read-Aloud |
| | | p. 087 Investigation 6 Day 1 Read-Aloud |
| | | p. 089 Investigation 6 Day 2 Read-Aloud |
| | | p. 091 Investigation 6 Day 3 Read-Aloud |
| | | p. 093 Investigation 6 Day 4 Read-Aloud |
| | | p. 109 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Integration of Knowledge and Ideas |
| INDICATOR | LL.1.5. | Understand that illustrations and pictures convey meaning. |
| | | Trees Study |
| | | p. 015 Exploring the Topic Day 1 Read-Aloud |
| | | p. 017 Exploring the Topic Day 2 Read-Aloud |
| | | p. 019 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Small Group |
| | | p. 020 Exploring the Topic Day 3 Small Group |
| | | p. 022 Exploring the Topic Day 4 Large Group |
| | | p. 023 Exploring the Topic Day 5 Earge Group |
| | | |
| | | p. 031 Investigation 1 Day 2 Read-Aloud |
| | | p. 031 Investigation 1 Day 2 Small Group |
| | | p. 032 Investigation 1 Day 3 Large Group |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 035 Investigation 1 Day 4 Read-Aloud |
| | | p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 039 Investigation 2 Outdoor Experiences |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 042 Investigation 2 Day 2 Large Group |
| | | p. 045 Investigation 2 Day 3 Read-Aloud |
| | | p. 049 Investigation 2 Day 5 Read-Aloud |
| | | p. 053 Investigation 3 Day 1 Read-Aloud |
| | | p. 057 Investigation 3 Day 3 Read-Aloud |
| | | p. 059 Investigation 3 Day 4 Read-Aloud |
| | | p. 061 Investigation 3 Day 5 Small Group |
| | | p. 069 Investigation 4 Day 3 Small Group |
| | | p. 075 Investigation 5 Day 1 Read-Aloud |
| | | p. 081 Investigation 5 Day 4 Read-Aloud |
| | | p. 081 Investigation 5 Day 4 Small Group |
| | | p. 089 Investigation 6 Day 2 Read-Aloud |
| | | p. 093 Investigation 6 Day 4 Read-Aloud |
| | | p. 108 Celebrating Learning Day 2 Large Group |
| | | p. 109 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Range of Reading and Level of Text Complexity |
| INDICATOR | LL.1.6. | Know that reading is valuable and enjoyable. |
| | | Trees Study |
| | | p. 014 Exploring the Topic Day 1 Large Group |
| | | p. 015 Exploring the Topic Day 1 Read-Aloud |
| | | p. 015 Exploring the Topic Day 1 Choice Time |
| | | p. 017 Exploring the Topic Day 2 Small Group |
| | | p. 017 Exploring the Topic Day 2 Read-Aloud |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Read-Riodd p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 023 Exploring the Topic Day 5 Read-Aloud |
| | | p. 029 Investigation 1 Day 1 Read-Aloud |
| | | p. 031 Investigation 1 Day 1 Read-Aloud |
| | | p. 032 Investigation 1 Day 2 Read-Aloud |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 034 Investigation 1 Day 4 Large Group |
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| INDICATOR | | p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 2 Day 1 Large Group p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud p. 043 Investigation 2 Day 3 Large Group p. 044 Investigation 2 Day 3 Large Group p. 045 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 3 Read-Aloud p. 047 Investigation 2 Day 4 Read-Aloud p. 049 Investigation 2 Day 5 Read-Aloud p. 049 Investigation 3 Day 1 Read-Aloud p. 052 Investigation 3 Day 1 Choice Time p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group p. 055 Investigation 3 Day 2 Small Group p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 4 Read-Aloud p. 059 Investigation 3 Day 4 Read-Aloud p. 060 Investigation 3 Day 4 Read-Aloud p. 061 Investigation 3 Day 5 Large Group p. 051 Investigation 3 Day 5 Large Group p. 052 Investigation 3 Day 5 Large Group p. 053 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 1 Read-Aloud p. 065 Investigation 4 Day 3 Read-Aloud p. 067 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 5 Day 4 Read-Aloud p. 071 Investigation 5 Day 4 Read-Aloud p. 075 Investigation 5 Day 2 Large Group p. 077 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 4 Read-Aloud p. 079 Investigation 5 Day 5 Read-Aloud p. 071 Investigation 5 Day 4 Read-Aloud p. 072 Investigation 5 Day 4 Read-Aloud p. 073 Investigation 5 Day 5 Read-Aloud p. 074 Investigation 6 Day 1 Read-Aloud p. 075 Investigation 6 Day 1 Read-Aloud p. 076 Investigation 6 Day 1 Read-Aloud p. 077 Investigation 6 Day 2 Read-Aloud p. 078 Investigation 6 Day 1 Read- |
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| INDICATOR | LL.1.7. | Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Read-Aloud p. 015 Exploring the Topic Day 1 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Read-Aloud p. 021 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 1 Read-Aloud p. 029 Investigation 1 Day 1 Read-Aloud p. 031 Investigation 1 Day 2 Read-Aloud |

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| | | p. 031 Investigation 1 Day 2 Small Group |
| | | p. 032 Investigation 1 Day 3 Large Group |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 034 Investigation 1 Day 4 Large Group |
| | | p. 035 Investigation 1 Day 4 Read-Aloud |
| | | p. 036 Investigation 1 Day 5 Large Group |
| | | p. 037 Investigation 1 Day 5 Read-Aloud |
| | | p. 040 Investigation 2 Day 1 Large Group |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 043 Investigation 2 Day 2 Read-Aloud |
| | | p. 044 Investigation 2 Day 3 Large Group |
| | | p. 045 Investigation 2 Day 3 Read-Aloud |
| | | p. 047 Investigation 2 Day 4 Read-Aloud |
| | | p. 049 Investigation 2 Day 5 Read-Aloud |
| | | |
| | | p. 052 Investigation 3 Day 1 Large Group |
| | | p. 053 Investigation 3 Day 1 Read-Aloud |
| | | p. 055 Investigation 3 Day 2 Read-Aloud |
| | | p. 055 Investigation 3 Day 2 Small Group |
| | | p. 057 Investigation 3 Day 3 Read-Aloud |
| | | p. 057 Investigation 3 Day 3 Small Group |
| | | p. 058 Investigation 3 Day 4 Large Group |
| | | p. 059 Investigation 3 Day 4 Read-Aloud |
| | | p. 060 Investigation 3 Day 5 Choice Time |
| | | p. 060 Investigation 3 Day 5 Large Group |
| | | p. 061 Investigation 3 Day 5 Read-Aloud |
| | | p. 065 Investigation 4 Day 1 Read-Aloud |
| | | p. 067 Investigation 4 Day 2 Read-Aloud |
| | | p. 069 Investigation 4 Day 3 Read-Aloud |
| | | p. 069 Investigation 4 Day 3 Small Group |
| | | p. 070 Investigation 4 Day 4 Choice Time |
| | | p. 071 Investigation 4 Day 4 Read- Aloud |
| | | p. 075 Investigation 5 Day 1 Read-Aloud |
| | | p. 076 Investigation 5 Day 2 Large Group |
| | | p. 077 Investigation 5 Day 2 Read-Aloud |
| | | p. 079 Investigation 5 Day 3 Choice Time |
| | | p. 079 Investigation 5 Day 3 Read-Aloud |
| | | p. 079 Investigation 5 Day 3 Small Group |
| | | p. 080 Investigation 5 Day 4 Large Group |
| | | p. 081 Investigation 5 Day 4 Choice Time |
| | | p. 081 Investigation 5 Day 4 Read-Aloud |
| | | p. 081 Investigation 5 Day 4 Small Group |
| | | p. 082 Investigation 5 Day 5 Large Group |
| | | p. 083 Investigation 5 Day 5 Read-Aloud |
| | | p. 083 Investigation 5 Day 5 Read-Aloud |
| | | |
| | | p. 087 Investigation 6 Day 1 Read-Aloud |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 089 Investigation 6 Day 2 Read-Aloud |
| | | p. 091 Investigation 6 Day 3 Read-Aloud |
| | | p. 093 Investigation 6 Day 4 Read-Aloud |
| | | p. 106 Celebrating Learning Day 1 Large Group |
| | | p. 107 Celebrating Learning Day 1 Read-Aloud |
| | | p. 107 Celebrating Learning Day 1 Small Group |
| | | p. 109 Celebrating Learning Day 2 Mighty Minutes |
| | | p. 109 Celebrating Learning Day 2 Read-Aloud |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL | | Print Concepts |
| EXPECTATION | | · |
| INDICATOR | LL.2.1. | Know that print conveys meaning. |
| | | , , , |
| | | Trees Study |
| | | p. 014 Exploring the Topic Day 1 Large Group |
| | | p. 015 Exploring the Topic Day 1 Read-Aloud |
| | | p. 015 Exploring the Topic Day 1 Choice Time |
| | | p. 017 Exploring the Topic Day 2 Small Group |

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| | | p. 017 Exploring the Topic Day 2 Read-Aloud |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 023 Exploring the Topic Day 5 Read-Aloud |
| | | p. 029 Investigation 1 Day 1 Read-Aloud |
| | | p. 031 Investigation 1 Day 2 Read-Aloud |
| | | p. 032 Investigation 1 Day 3 Large Group |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 034 Investigation 1 Day 4 Large Group |
| | | p. 035 Investigation 1 Day 4 Read-Aloud |
| | | p. 037 Investigation 1 Day 5 Read-Aloud p. 040 Investigation 2 Day 1 Large Group |
| | | |
| | | p. 041 Investigation 2 Day 1 Read-Aloud p. 043 Investigation 2 Day 2 Read-Aloud |
| | | p. 044 Investigation 2 Day 3 Large Group |
| | | p. 045 Investigation 2 Day 3 Read-Aloud |
| | | p. 047 Investigation 2 Day 4 Read-Aloud |
| | | p. 049 Investigation 2 Day 5 Read-Aloud |
| | | p. 053 Investigation 3 Day 1 Read-Aloud |
| | | p. 055 Investigation 3 Day 1 Read-Aloud |
| | | p. 055 Investigation 3 Day 2 Read-Aloud p. 055 Investigation 3 Day 2 Small Group |
| | | p. 057 Investigation 3 Day 2 Small Group |
| | | p. 057 Investigation 3 Day 3 Read-Aloud p. 057 Investigation 3 Day 3 Small Group |
| | | p. 058 Investigation 3 Day 4 Large Group |
| | | p. 059 Investigation 3 Day 4 Read-Aloud |
| | | p. 060 Investigation 3 Day 5 Large Group |
| | | p. 061 Investigation 3 Day 5 Read-Aloud |
| | | p. 065 Investigation 4 Day 1 Read-Aloud |
| | | p. 067 Investigation 4 Day 2 Read-Aloud |
| | | p. 069 Investigation 4 Day 3 Read-Aloud |
| | | p. 069 Investigation 4 Day 3 Small Group |
| | | p. 070 Investigation 4 Day 4 Choice Time |
| | | p. 071 Investigation 4 Day 4 Read- Aloud |
| | | p. 075 Investigation 5 Day 1 Read-Aloud |
| | | p. 076 Investigation 5 Day 2 Large Group |
| | | p. 077 Investigation 5 Day 2 Read-Aloud |
| | | p. 079 Investigation 5 Day 3 Choice Time |
| | | p. 079 Investigation 5 Day 3 Read-Aloud |
| | | p. 079 Investigation 5 Day 3 Small Group |
| | | p. 080 Investigation 5 Day 4 Large Group |
| | | p. 081 Investigation 5 Day 4 Choice Time |
| | | p. 081 Investigation 5 Day 4 Read-Aloud |
| | | p. 081 Investigation 5 Day 4 Small Group |
| | | p. 082 Investigation 5 Day 5 Large Group |
| | | p. 083 Investigation 5 Day 5 Read-Aloud |
| | | p. 083 Investigation 5 Day 5 Small Group |
| | | p. 087 Investigation 6 Day 1 Read-Aloud |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 089 Investigation 6 Day 2 Read-Aloud |
| | | p. 091 Investigation 6 Day 3 Read-Aloud |
| | | p. 093 Investigation 6 Day 4 Read-Aloud |
| | | p. 107 Celebrating Learning Day 1 Read-Aloud |
| | II | p. 107 Celebrating Learning Day 1 Small Group |
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| | | p. 109 Celebrating Learning Day 2 Read-Aloud |
| INDICATOR | LL.2.2. | p. 109 Celebrating Learning Day 2 Read-Aloud Understand some basic print conventions and characteristics of |
| INDICATOR | LL.2.2. | |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. Trees Study |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. Trees Study p. 015 Exploring the Topic Day 1 Read-Aloud p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Read-Aloud |

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| | | p. 031 Investigation 1 Day 2 Small Group |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 035 Investigation 1 Day 4 Read-Aloud p. 037 Investigation 1 Day 5 Small Group |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 043 Investigation 2 Day 1 Read-Aloud |
| | | p. 045 Investigation 2 Day 3 Read-Aloud |
| | | p. 047 Investigation 2 Day 4 Read-Aloud |
| | | p. 049 Investigation 2 Day 5 Read-Aloud |
| | | p. 053 Investigation 3 Day 1 Read-Aloud |
| | | p. 053 Investigation 3 Day 1 Small Group |
| | | p. 055 Investigation 3 Day 2 Mighty Minutes |
| | | p. 057 Investigation 3 Day 3 Read-Aloud |
| | | p. 057 Investigation 3 Day 3 Small Group |
| | | p. 061 Investigation 3 Day 5 Mighty Minutes |
| | | p. 065 Investigation 4 Day 1 Read-Aloud |
| | | p. 065 Investigation 4 Day 1 Small Group |
| | | p. 067 Investigation 4 Day 2 Read-Aloud |
| | | p. 069 Investigation 4 Day 3 Small Group |
| | | p. 075 Investigation 5 Day 1 Mighty Minutes |
| | | p. 075 Investigation 5 Day 1 Read-Aloud |
| | | p. 082 Investigation 5 Day 5 Choice Time |
| | | p. 089 Investigation 6 Day 2 Read-Aloud |
| | | p. 091 Investigation 6 Day 3 Read-Aloud |
| | | p. 093 Investigation 6 Day 4 Read-Aloud |
| | | p. 107 Celebrating Learning Day 1 Small Group |
| | | p. 109 Celebrating Learning Day 2 Read-Aloud |
| | | p. 109 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case |
| | | forms. |
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| | | Trees Study |
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| | | p. 017 Exploring the Topic Day 2 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup |
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| INDICATOR | LL.2.4. | p. 019 Exploring the Topic Day 3 Read-Aloud p. 021 Exploring the Topic Day 4 Mighty Minutes p. 021 Exploring the Topic Day 4 Small Group p. 031 Investigation 1 Day 2 Mighty Minutes p. 031 Investigation 1 Day 2 Small Group p. 033 Investigation 1 Day 3 Mighty Minutes p. 035 Investigation 1 Day 4 Mighty Minutes p. 037 Investigation 1 Day 5 Large-Group Roundup p. 037 Investigation 1 Day 5 Mighty Minutes p. 037 Investigation 1 Day 5 Small Group p. 041 Investigation 2 Day 1 Mighty Minutes p. 047 Investigation 2 Day 4 Small Group p. 049 Investigation 2 Day 5 Small Group p. 052 Investigation 3 Day 1 Large Group p. 053 Investigation 3 Day 1 Small Group p. 061 Investigation 3 Day 5 Small Group p. 061 Investigation 3 Day 5 Small Group p. 065 Investigation 4 Day 1 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group p. 081 Investigation 5 Day 4 Mighty Minutes p. 082 Investigation 5 Day 4 Mighty Minutes p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 087 Investigation 6 Day 1 Small Group p. 091 Investigation 6 Day 3 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes |

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| | | letters and words. |
| | | Trees Study |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 031 Investigation 1 Day 2 Small Group |
| | | p. 033 Investigation 1 Day 3 Mighty Minutes |
| | | p. 035 Investigation 1 Day 4 Mighty Minutes |
| | | p. 036 Investigation 1 Day 5 Large Group p. 037 Investigation 1 Day 5 Small Group |
| | | p. 047 Investigation 1 Day 3 Small Group |
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| | | p. 055 Investigation 3 Day 2 Small Group |
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| | | p. 069 Investigation 4 Day 3 Small Group |
| | | p. 077 Investigation 5 Day 2 Mighty Minutes p. 077 Investigation 5 Day 2 Small Group |
| | | p. 082 Investigation 5 Day 5 Choice Time |
| | | p. 083 Investigation 5 Day 5 Read-Aloud |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 109 Celebrating Learning Day 2 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL | | Phonological Awareness |
| EXPECTATION | | |
| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. |
| | | Trees Study |
| | | p. 015 Exploring the Topic Day 1 Mighty Minutes |
| | | p. 019 Exploring the Topic Day 3 Mighty Minutes |
| | | p. 023 Exploring the Topic Day 5 Mighty Minutes |
| | | p. 029 Investigation 1 Day 1 Mighty Minutes |
| | | p. 043 Investigation 2 Day 2 Mighty Minutes |
| | | p. 082 Investigation 5 Day 5 Large Group |
| | | p. 093 Investigation 6 Day 4 Mighty Minutes |
| INDICATOR | LL.2.6. | Recognize that spoken words can be separated into separate |
| | | sounds and that separate sounds can be combined into spoken words. |
| | | words. |
| | | Trees Study |
| | | p. 045 Investigation 2 Day 3 Small Group |
| | | p. 049 Investigation 2 Day 5 Small Group |
| | | p. 055 Investigation 3 Day 2 Small Group |
| | | p. 065 Investigation 4 Day 1 Small Group |
| | | p. 077 Investigation 5 Day 2 Small Group p. 078 Investigation 5 Day 3 Large Group |
| | | p. 088 Investigation 6 Day 2 Choice Time |
| | | p. 090 Investigation 6 Day 3 Large Group |
| | | p. 091 Investigation 6 Day 3 Small Group |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL | | Phonics and Word Recognition |
| EXPECTATION | | |
| INDICATOR | LL.2.7. | Know that each letter has its own sound(s) and identify some letter |
| | | sounds. |
| | | Trees Study |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 031 Investigation 1 Day 2 Small Group |
| | | p. 033 Investigation 1 Day 3 Mighty Minutes |
| | | p. 035 Investigation 1 Day 4 Mighty Minutes |
| | II | p. 036 Investigation 1 Day 5 Large Group |
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| | | p. 037 Investigation 1 Day 5 Small Group |
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| | | p. 055 Investigation 3 Day 2 Small Group |
| | | p. 061 Investigation 3 Day 5 Small Group |
| | | p. 065 Investigation 4 Day 1 Small Group p. 069 Investigation 4 Day 3 Small Group |
| | | p. 077 Investigation 5 Day 2 Mighty Minutes |
| | | p. 077 Investigation 5 Day 2 Small Group |
| | | p. 082 Investigation 5 Day 5 Choice Time |
| | | p. 083 Investigation 5 Day 5 Read-Aloud |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 109 Celebrating Learning Day 2 Small Group |
| INDICATOR | LL.2.8. | Recognize familiar print in the environment (e.g., traffic signs, store logos, own name). |
| | | Trees Study |
| | | p. 037 Investigation 1 Day 5 Small Group p. 053 Investigation 3 Day 1 Small Group p. 055 Investigation 3 Day 2 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL | LL.J. | Text Types and Purposes |
| EXPECTATION | | |
| INDICATOR | LL.3.1. | Know that writing communicates meaning and information for different purposes. |
| | | Trees Study |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 047 Investigation 2 Day 4 Small Group |
| | | p. 087 Investigation 6 Day 1 Small Group |
| INDICATOR | LL.3.2. | Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes). |
| | | Trees Study |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 047 Investigation 2 Day 4 Small Group |
| | | p. 049 Investigation 2 Day 5 Small Group |
| | | p. 065 Investigation 4 Day 1 Choice Time |
| | | p. 066 Investigation 4 Day 2 Choice Time |
| | | p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 4 Day 4 Choice Time |
| | | p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group |
| | | p. 087 Investigation 6 Day 1 Small Group |
| | | p. 088 Investigation 6 Day 2 Choice Time |
| | | p. 091 Investigation 6 Day 3 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL | | Production and Distribution of Writing |
| EXPECTATION | | <u> </u> |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g., pencils, crayons, chalk, |
| | | markers, computers, paper). |
| | | Trees Study |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 047 Investigation 2 Day 4 Small Group |
| | | p. 049 Investigation 2 Day 5 Small Group |
| | | p. 065 Investigation 4 Day 1 Choice Time |
| | | p. 066 Investigation 4 Day 2 Choice Time |
| | | p. 069 Investigation 4 Day 3 Choice Time |
| | | p. 070 Investigation 4 Day 4 Choice Time p. 078 Investigation 5 Day 3 Large Group |
| | | p. 078 Investigation 5 Day 3 Large Group p. 087 Investigation 6 Day 1 Small Group |
| | | p. 088 Investigation 6 Day 2 Choice Time |
| | | p. 091 Investigation 6 Day 3 Small Group |
| | - | |

| INDICATOR | LL.3.4. | Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas. |
|----------------------------|---------|---|
| | | Trees Study p. 016 Exploring the Topic Day 2 Large Group p. 021 Exploring the Topic Day 4 Small Group |
| | | p. 047 Investigation 2 Day 4 Small Group |
| | | p. 049 Investigation 2 Day 5 Small Group p. 065 Investigation 4 Day 1 Choice Time |
| | | p. 066 Investigation 4 Day 2 Choice Time |
| | | p. 069 Investigation 4 Day 3 Choice Time |
| | | p. 070 Investigation 4 Day 4 Choice Time |
| | | p. 078 Investigation 5 Day 3 Large Group |
| | | p. 087 Investigation 6 Day 1 Small Group p. 088 Investigation 6 Day 2 Choice Time |
| | | p. 091 Investigation 6 Day 3 Small Group |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL | | Research to Build and Present Knowledge |
| EXPECTATION | | |
| INDICATOR | LL.3.5. | Use a variety of ways to find information and solve problems. |
| | | Trees Study |
| | | p. 029 Investigation 1 Day 1 Small Group |
| | | p. 041 Investigation 2 Day 1 Small Group p. 048 Investigation 2 Day 5 Large Group |
| | | p. 049 Investigation 2 Day 5 Small Group |
| | | p. 070 Investigation 4 Day 4 Small Group |
| | | p. 079 Investigation 5 Day 3 Small Group |
| | | p. 083 Investigation 5 Day 5 Read-Aloud |
| | | p. 088 Investigation 6 Day 2 Choice Time |
| | | p. 090 Investigation 6 Day 3 Choice Time p. 091 Investigation 6 Day 3 Small Group |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| | LL.4. | Students apply a variety of Speaking and fistening skills. |
| | | |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration |
| GRADE LEVEL | LL.4.1. | |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group |
| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Choice Time |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large Group |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large-Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 022 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 024 Exploring the Topic Day 5 Large-Group Roundup p. 025 Exploring the Topic Day 5 Large-Group Roundup p. 026 Exploring the Topic Day 5 Large-Group Roundup p. 027 Exploring the Topic Day 5 Large-Group Roundup p. 028 Exploring the Topic Day 5 Large-Group Roundup p. 029 Exploring the Topic Day 5 Large-Group Roundup p. 021 Exploring the Topic Day 5 Large-Group Roundup p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Read-Aloud |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Small Group p. 020 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large Group p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 022 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup |
| GRADE LEVEL EXPECTATION | | Engage in conversations. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Choice Time p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 3 Large-Group p. 019 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 4 Large Group p. 020 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Sead-Aloud p. 023 Exploring the Topic Day 5 Read-Aloud p. 023 Exploring the Topic Day 5 Small Group |

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p. 029 Investigation 1 Day 1 Choice Time
p. 029 Investigation 1 Day 1 Large-Group Roundup
p. 029 Investigation 1 Day 1 Small Group
p. 030 Investigation 1 Day 2 Large Group
p. 031 Investigation 1 Day 2 Choice Time
p. 031 Investigation 1 Day 2 Large-Group Roundup
p. 031 Investigation 1 Day 2 Read-Aloud
p. 031 Investigation 1 Day 2 Small Group
p. 032 Investigation 1 Day 3 Large Group
p. 033 Investigation 1 Day 3 Choice Time
p. 033 Investigation 1 Day 3 Large-Group Roundup
p. 033 Investigation 1 Day 3 Read-Aloud
p. 033 Investigation 1 Day 3 Small Group
p. 034 Investigation 1 Day 4 Large Group
p. 035 Investigation 1 Day 4 Choice Time
p. 035 Investigation 1 Day 4 Large-Group Roundup
p. 035 Investigation 1 Day 4 Read-Aloud
p. 035 Investigation 1 Day 4 Small Group
p. 036 Investigation 1 Day 5 Choice Time
p. 036 Investigation 1 Day 5 Large Group
p. 037 Investigation 1 Day 5 Large-Group Roundup
p. 037 Investigation 1 Day 5 Small Group
p. 039 Investigation 2 Outdoor Experiences
p. 040 Investigation 2 Day 1 Choice Time
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Read-Aloud
p. 041 Investigation 2 Day 1 Small Group
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 043 Investigation 2 Day 2 Small Group
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Large-Group Roundup
p. 045 Investigation 2 Day 3 Read-Aloud
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Large-Group Roundup
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Choice Time
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Read-Aloud
p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Read-Aloud
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Small Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 058 Investigation 3 Day 4 Large Group
p. 059 Investigation 3 Day 4 Choice Time
p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 059 Investigation 3 Day 4 Small Group
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p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group
p. 063 Investigation 4 Outdoor Experiences
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 065 Investigation 4 Day 1 Small Group
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 070 Investigation 4 Day 4 Small Group
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Large-Group Roundup
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 079 Investigation 5 Day 3 Large-Group Roundup
p. 079 Investigation 5 Day 3 Small Group
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 083 Investigation 5 Day 5 Small Group
p. 085 Investigation 6 Outdoor Experience
p. 086 Investigation 6 Day 1 Large Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Large-Group Roundup
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 088 Investigation 6 Day 2 Large Group
p. 089 Investigation 6 Day 2 Large-Group Roundup
p. 089 Investigation 6 Day 2 Read-Aloud
p. 089 Investigation 6 Day 2 Small Group
p. 090 Investigation 6 Day 3 Choice Time
p. 090 Investigation 6 Day 3 Large Group
p. 091 Investigation 6 Day 3 Large-Group Roundup
p. 091 Investigation 6 Day 3 Small Group
p. 092 Investigation 6 Day 4 Large Group
p. 093 Investigation 6 Day 4 Choice Time
p. 093 Investigation 6 Day 4 Large-Group Roundup
p. 093 Investigation 6 Day 4 Read-Aloud
p. 093 Investigation 6 Day 4 Small Group
p. 105 Celebrating Learning Outdoor Experiences
p. 106 Celebrating Learning Day 1 Choice Time
p. 106 Celebrating Learning Day 1 Large Group
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| | | p. 107 Celebrating Learning Day 1 Large-Group Roundup |
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| | | p. 107 Celebrating Learning Day 1 Small Group |
| | | p. 108 Celebrating Learning Day 2 Choice Time |
| | | p. 108 Celebrating Learning Day 2 Large Group |
| | | p. 109 Celebrating Learning Day 2 Large-Group Roundup |
| | | p. 109 Celebrating Learning Day 2 Read-Aloud |
| | | p. 109 Celebrating Learning Day 2 Small Group |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL | | Presentation of Knowledge and Ideas |
| EXPECTATION | | |
| INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, |
| | | experiences, and emotions. |
| | | Trees Study |
| | | p. 013 Exploring the Topic Outdoor Experiences |
| | | p. 014 Exploring the Topic Day 1 Large Group |
| | | p. 015 Exploring the Topic Day 1 Small Group |
| | | p. 017 Exploring the Topic Day 2 Mighty Minutes |
| | | p. 017 Exploring the Topic Day 2 Read-Aloud |
| | | p. 021 Exploring the Topic Day 4 Mighty Minutes |
| | | p. 023 Exploring the Topic Day 5 Read-Aloud |
| | | p. 031 Investigation 1 Day 2 Read-Aloud |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 035 Investigation 1 Day 4 Read-Aloud |
| | | p. 039 Investigation 2 Outdoor Experiences |
| | | p. 041 Investigation 2 Day 1 Read-Aloud |
| | | p. 045 Investigation 2 Day 3 Read-Aloud |
| | | p. 045 Investigation 2 Day 3 Small Group |
| | | p. 049 Investigation 2 Day 5 Read-Aloud |
| | | p. 052 Investigation 3 Day 1 Large Group |
| | | p. 053 Investigation 3 Day 1 Read-Aloud |
| | | p. 055 Investigation 3 Day 2 Small Group |
| | | p. 056 Investigation 3 Day 3 Choice Time |
| | | p. 057 Investigation 3 Day 3 Read-Aloud |
| | | p. 057 Investigation 3 Day 3 Small Group |
| | | p. 065 Investigation 4 Day 1 Small Group |
| | | p. 067 Investigation 4 Day 2 Small Group |
| | | p. 068 Investigation 4 Day 3 Large Group |
| | | p. 070 Investigation 4 Day 4 Mighty Minutes |
| | | |
| | | p. 075 Investigation 5 Day 1 Read-Aloud |
| | | p. 075 Investigation 5 Day 1 Small Group |
| | | p. 077 Investigation 5 Day 2 Large-Group Roundup |
| | | p. 079 Investigation 5 Day 3 Small Group |
| | | p. 081 Investigation 5 Day 4 Mighty Minutes |
| | | p. 083 Investigation 5 Day 5 Read-Aloud |
| | | p. 087 Investigation 6 Day 1 Mighty Minutes |
| | | p. 088 Investigation 6 Day 2 Large Group |
| | | p. 090 Investigation 6 Day 3 Choice Time |
| | | p. 092 Investigation 6 Day 4 Large Group |
| | | p. 107 Celebrating Learning Day 1 Mighty Minutes |
| | | p. 107 Celebrating Learning Day 1 Small Group |
| | | p. 109 Celebrating Learning Day 2 Large-Group Roundup |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Conventions of Standard English |
| INDICATOR | LL.5.1. | Apply basic grammatical structures in spoken language. |
| | | Trees Study |
| | | p. 020 Exploring the Topic Day 4 Large Group |
| | | p. 021 Exploring the Topic Day 4 Earge Group |
| | | p. 035 Investigation 1 Day 4 Small Group |
| | | p. 041 Investigation 2 Day 1 Small Group |
| | | p. 047 Investigation 2 Day 1 Small Group |
| |] | p. 047 investigation 2 Day 4 omail Gloup |

| | | p. 051 Investigation 3 Outdoor Experiences p. 057 Investigation 3 Day 3 Small Group p. 070 Investigation 4 Day 4 Small Group p. 075 Investigation 5 Day 1 Small Group p. 085 Investigation 6 Outdoor Experience p. 087 Investigation 6 Day 1 Small Group |
|-------------|---------|--|
| | | p. 090 Investigation 6 Day 3 Choice Time |
| | | p. 105 Celebrating Learning Outdoor Experiences |
| | | p. 107 Celebrating Learning Day 1 Small Group |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL | | Knowledge of Language |
| EXPECTATION | | and the state of t |
| INDICATOR | LL.5.2. | Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.) |
| | | Trees Study |
| | | p. 014 Exploring the Topic Day 1 Large Group |
| | | p. 015 Exploring the Topic Day 1 Mighty Minutes |
| | | p. 016 Exploring the Topic Day 2 Large Group |
| | | p. 018 Exploring the Topic Day 3 Large Group |
| | | p. 019 Exploring the Topic Day 3 Mighty Minutes |
| | | p. 020 Exploring the Topic Day 4 Large Group p. 022 Exploring the Topic Day 5 Large Group |
| | | p. 022 Exploring the Topic Day 5 Large Group p. 023 Exploring the Topic Day 5 Mighty Minutes |
| | | p. 028 Investigation 1 Day 1 Large Group |
| | | p. 030 Investigation 1 Day 2 Large Group |
| | | p. 032 Investigation 1 Day 3 Large Group |
| | | p. 033 Investigation 1 Day 3 Read-Aloud |
| | | p. 034 Investigation 1 Day 4 Large Group |
| | | p. 036 Investigation 1 Day 5 Large Group |
| | | p. 040 Investigation 2 Day 1 Large Group |
| | | p. 041 Investigation 2 Day 1 Mighty Minutes |
| | | p. 041 Investigation 2 Day 1 Small Group |
| | | p. 042 Investigation 2 Day 2 Large Group |
| | | p. 043 Investigation 2 Day 2 Mighty Minutes p. 043 Investigation 2 Day 2 Small Group |
| | | p. 044 Investigation 2 Day 2 Small Group |
| | | p. 045 Investigation 2 Day 3 Small Group |
| | | p. 046 Investigation 2 Day 4 Choice Time |
| | | p. 046 Investigation 2 Day 4 Large Group |
| | | p. 047 Investigation 2 Day 4 Mighty Minutes |
| | | p. 048 Investigation 2 Day 5 Large Group |
| | | p. 049 Investigation 2 Day 5 Choice Time |
| | | p. 051 Investigation 3 Outdoor Experiences |
| | | p. 052 Investigation 3 Day 1 Large Group |
| | | p. 053 Investigation 3 Day 1 Small Group |
| | | p. 054 Investigation 3 Day 2 Large Group p. 055 Investigation 3 Day 2 Mighty Minutes |
| | | p. 055 Investigation 3 Day 2 Small Group |
| | | p. 056 Investigation 3 Day 3 Large Group |
| | | p. 058 Investigation 3 Day 4 Large Group |
| | | p. 059 Investigation 3 Day 4 Large-Group Roundup |
| | | p. 060 Investigation 3 Day 5 Large Group |
| | | p. 061 Investigation 3 Day 5 Large-Group Roundup |
| | | p. 061 Investigation 3 Day 5 Mighty Minutes |
| | | p. 061 Investigation 3 Day 5 Small Group |
| | | p. 063 Investigation 4 Outdoor Experiences p. 064 Investigation 4 Day 1 Large Group |
| | | p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Mighty Minutes |
| | | p. 065 Investigation 4 Day 1 Mighty Minutes |
| | | p. 066 Investigation 4 Day 1 Sman Group |
| | | p. 068 Investigation 4 Day 3 Large Group |
| | | p. 069 Investigation 4 Day 3 Small Group |
| | | p. 070 Investigation 4 Day 4 Large Group |
| | | , J |

| p. 073 Investigation 5 Outdoor Experiences | |
|--|--------------------|
| p. 074 Investigation 5 Day 1 Large Group | |
| p. 075 Investigation 5 Day 1 Mighty Minutes | |
| p. 075 Investigation 5 Day 1 Read-Aloud | |
| p. 075 Investigation 5 Day 1 Small Group | |
| p. 076 Investigation 5 Day 2 Large Group | |
| p. 077 Investigation 5 Day 2 Mighty Minutes | |
| p. 078 Investigation 5 Day 3 Large Group | |
| p. 079 Investigation 5 Day 3 Mighty Minutes p. 079 Investigation 5 Day 3 Read-Aloud | |
| p. 079 Investigation 5 Day 3 Read-Aloud p. 079 Investigation 5 Day 3 Small Group | |
| p. 080 Investigation 5 Day 4 Large Group | |
| p. 081 Investigation 5 Day 4 Small Group | |
| p. 082 Investigation 5 Day 5 Large Group | |
| p. 083 Investigation 5 Day 5 Mighty Minutes | |
| p. 083 Investigation 5 Day 5 Small Group | |
| p. 085 Investigation 6 Outdoor Experience | |
| p. 086 Investigation 6 Day 1 Large Group | |
| p. 087 Investigation 6 Day 1 Mighty Minutes | |
| p. 088 Investigation 6 Day 2 Large Group | |
| p. 090 Investigation 6 Day 3 Large Group | |
| p. 091 Investigation 6 Day 3 Mighty Minutes | |
| p. 092 Investigation 6 Day 4 Large Group | |
| p. 105 Celebrating Learning Outdoor Experiences | |
| p. 106 Celebrating Learning Day 1 Large Group | |
| p. 107 Celebrating Learning Day 1 Mighty Minutes | |
| | |
| p. 108 Celebrating Learning Day 2 Large Group | |
| p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Mighty Minutes | |
| p. 109 Celebrating Learning Day 2 Mighty Minutes | nguage. |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la | nguage. |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION | |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Wocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive lai | nguage to |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Wocabulary Acquisition and Use EXPECTATION | nguage to |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Wocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive lai | nguage to |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive la describe feelings, thoughts, experiences, and observation | nguage to |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive la describe feelings, thoughts, experiences, and observation Trees Study | nguage to |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive laidescribe feelings, thoughts, experiences, and observation Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Choice Time | nguage to |
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| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive laidescribe feelings, thoughts, experiences, and observation of the topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group | nguage to ions. |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive la describe feelings, thoughts, experiences, and observati Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup | nguage to ions. |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive laidescribe feelings, thoughts, experiences, and observation observation of the topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud | nguage to |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of late of the composition of the characteristics of late o | nguage to |
| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use EXPECTATION INDICATOR LL.5.3. Understand and use new vocabulary and descriptive lad describe feelings, thoughts, experiences, and observation Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Read-Aloud p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup | nguage to |
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| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of late | nguage to |
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| p. 109 Celebrating Learning Day 2 Mighty Minutes BENCHMARK LL.5. Students understand and apply the characteristics of la Vocabulary Acquisition and Use Vocabulary Acquisition and Use LL.5.3. Understand and use new vocabulary and descriptive lat describe feelings, thoughts, experiences, and observation of the Exploring the Topic Day 1 Large Group p. 014 Exploring the Topic Day 1 Small Group p. 016 Exploring the Topic Day 2 Choice Time p. 016 Exploring the Topic Day 2 Large Group p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 017 Exploring the Topic Day 2 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 019 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Small Group p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Choice Time p. 023 Exploring the Topic Day 5 Read-Aloud p. 029 Investigation 1 Day 1 Choice Time p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Small Group p. 032 Investigation 1 Day 3 Large-Group | nguage to |
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p. 037 Investigation 1 Day 5 Small Group
p. 040 Investigation 2 Day 1 Large Group
p. 041 Investigation 2 Day 1 Large-Group Roundup
p. 041 Investigation 2 Day 1 Mighty Minutes
p. 041 Investigation 2 Day 1 Read-Aloud
p. 042 Investigation 2 Day 2 Large Group
p. 043 Investigation 2 Day 2 Choice Time
p. 043 Investigation 2 Day 2 Large-Group Roundup
p. 044 Investigation 2 Day 3 Large Group
p. 045 Investigation 2 Day 3 Choice Time
p. 045 Investigation 2 Day 3 Read-Aloud
p. 045 Investigation 2 Day 3 Small Group
p. 046 Investigation 2 Day 4 Choice Time
p. 046 Investigation 2 Day 4 Large Group
p. 047 Investigation 2 Day 4 Small Group
p. 048 Investigation 2 Day 5 Large Group
p. 049 Investigation 2 Day 5 Large-Group Roundup
p. 049 Investigation 2 Day 5 Mighty Minutes
p. 049 Investigation 2 Day 5 Read-Aloud
p. 052 Investigation 3 Day 1 Large Group
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Read-Aloud
p. 054 Investigation 3 Day 2 Large Group
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Read-Aloud
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Large-Group Roundup
p. 061 Investigation 3 Day 5 Small Group
p. 064 Investigation 4 Day 1 Large Group
p. 067 Investigation 4 Day 2 Small Group
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Large-Group Roundup
p. 075 Investigation 5 Day 1 Read-Aloud
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
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p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 081 Investigation 5 Day 4 Large-Group Roundup
p. 081 Investigation 5 Day 4 Small Group
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Mighty Minutes
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Large-Group Roundup
p. 087 Investigation 6 Day 1 Small Group
p. 088 Investigation 6 Day 2 Choice Time
p. 089 Investigation 6 Day 2 Small Group
p. 090 Investigation 6 Day 3 Choice Time
p. 090 Investigation 6 Day 3 Large Group
p. 091 Investigation 6 Day 3 Large-Group Roundup
p. 093 Investigation 6 Day 4 Small Group
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p. 107 Celebrating Learning Day 1 Read-Aloud

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| | | p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 109 Celebrating Learning Day 2 Large-Group Roundup p. 109 Celebrating Learning Day 2 Small Group |
| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Number Names and the Count Sequence |
| INDICATOR | MTH.1.1. | Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle). Trees Study p. 043 Investigation 2 Day 2 Small Group |
| DENCHMARK | MTH.1. | |
| BENCHMARK | WIH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Compare Numbers |
| INDICATOR | MTH.1.6. | Demonstrates ability to compare quantities of objects. |
| | | Trees Study p. 015 Exploring the Topic Day 1 Small Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Addition as adding to, and subtraction as taking from |
| INDICATOR | MTH.2.1. | Recognize that the number of objects can change when they are added or taken away from a group. Trees Study p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Celebrating Learning Day 1 Large Group |
| INDICATOR | MTH.2.2. | Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5. Trees Study p. 036 Investigation 1 Day 5 Large Group p. 041 Investigation 2 Day 1 Small Group p. 054 Investigation 3 Day 2 Large Group p. 058 Investigation 3 Day 4 Large Group p. 066 Investigation 4 Day 2 Large Group p. 070 Investigation 4 Day 4 Large Group p. 070 Investigation 4 Day 4 Large Group p. 076 Investigation 5 Day 2 Large Group p. 076 Investigation 5 Day 2 Large Group p. 106 Celebrating Learning Day 1 Large Group |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and |
| GRADE LEVEL EXPECTATION | | algebraic thinking. Patterns |
| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. |

| Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes INDICATOR MTH.3.2. MTH.3.2. MTH.3.2. MTH.3.3. Use standard or nonstandard measurement techniques to measobjects. Trees Study p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 029 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group | | | Trees Of the |
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| GRADE LEVEL EXPECTATION MTH.3.1. Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). Trees Study p. 0.14 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes INDICATOR MTH.3.2. WHH.3.2. WHH.3.2. WHH.3.3.2. Use standard or nonstandard measurement techniques to meas objects. Trees Study p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large-Group Roundup p. 028 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 027 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 057 Investigation 4 Day 2 Small Group p. 057 Investigation 4 Day 2 Small Group | | | p. 035 Investigation 1 Day 4 Small Group p. 053 Investigation 3 Day 1 Small Group p. 068 Investigation 4 Day 3 Large Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 070 Investigation 4 Day 4 Large-Group Roundup p. 070 Investigation 4 Day 4 Mighty Minutes p. 070 Investigation 4 Day 4 Small Group p. 082 Investigation 5 Day 5 Large Group p. 088 Investigation 6 Day 2 Large Group p. 092 Investigation 6 Day 4 Large Group |
| Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). Trees Study | IMARK I | MTH.3. | |
| dimensional, containers which hold more or less of something). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Small Group p. 019 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 1 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes INDICATOR MTH.3.2. We standard or nonstandard measurement techniques to meas objects. Trees Study p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group | | | Compare measurable attributes |
| objects. Trees Study p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group | TOR | MTH.3.1. | dimensional, containers which hold more or less of something). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group |
| p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup p. 107 Celebrating Learning Day 1 Small Group | TOR | MTH.3.2. | Trees Study p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 057 Investigation 3 Day 3 Small Group p. 067 Investigation 4 Day 2 Small Group p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Small Group p. 070 Investigation 4 Day 4 Choice Time p. 070 Investigation 4 Day 4 Large-Group Roundup |
| BENCHMARK MTH.3. Students understand measurement and data. | IMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL Classify objects EXPECTATION | LEVEL | iL . | |
| INDICATOR MTH.3.3. Order objects by size and length. Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes | TOR | MTH.3.3. | Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 018 Exploring the Topic Day 3 Large Group p. 019 Exploring the Topic Day 3 Small Group p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 067 Investigation 4 Day 2 Small Group |
| BENCHMARK MTH.4. Students begin to develop geometric thinking. | IMARK | MTH.4. | Students begin to develop geometric thinking. |

| GRADE LEVEL EXPECTATION | | Identify and describe shapes |
|----------------------------|----------|---|
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three-dimensional shapes. Trees Study p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Small Group p. 031 Investigation 1 Day 2 Large-Group Roundup p. 031 Investigation 1 Day 2 Mighty Minutes p. 037 Investigation 1 Day 5 Mighty Minutes p. 049 Investigation 2 Day 5 Mighty Minutes p. 065 Investigation 4 Day 1 Mighty Minutes p. 067 Investigation 4 Day 2 Mighty Minutes p. 069 Investigation 4 Day 3 Large-Group Roundup p. 069 Investigation 4 Day 3 Mighty Minutes p. 075 Investigation 5 Day 1 Small Group p. 077 Investigation 5 Day 2 Mighty Minutes p. 091 Investigation 6 Day 3 Mighty Minutes |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |
| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or position of objects. Trees Study p. 049 Investigation 2 Day 5 Mighty Minutes p. 073 Investigation 5 Outdoor Experiences |
| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.3. | Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle). Trees Study p. 028 Investigation 1 Day 1 Large Group p. 034 Investigation 2 Day 3 Mighty Minutes p. 046 Investigation 2 Day 4 Large Group p. 053 Investigation 3 Day 1 Mighty Minutes p. 055 Investigation 3 Day 2 Mighty Minutes p. 060 Investigation 3 Day 5 Large Group p. 061 Investigation 3 Day 5 Mighty Minutes p. 064 Investigation 4 Day 1 Large Group p. 065 Investigation 4 Day 1 Large-Group Roundup p. 065 Investigation 4 Day 1 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 069 Investigation 4 Day 3 Read-Aloud p. 070 Investigation 4 Day 4 Large Group p. 071 Investigation 5 Day 1 Large Group p. 072 Investigation 5 Day 1 Large Group p. 073 Investigation 5 Day 2 Choice Time p. 074 Investigation 5 Day 2 Large Group p. 075 Investigation 5 Day 2 Read-Aloud p. 076 Investigation 5 Day 2 Read-Aloud p. 077 Investigation 5 Day 4 Read-Aloud p. 081 Investigation 5 Day 4 Read-Aloud p. 083 Investigation 5 Day 5 Read-Aloud p. 087 Investigation 6 Day 1 Choice Time p. 089 Investigation 6 Day 2 Read-Aloud p. 087 Investigation 6 Day 2 Read-Aloud p. 088 Investigation 6 Day 4 Read-Aloud p. 089 Investigation 6 Day 4 Read-Aloud |

| | | p. 107 Celebrating Learning Day 1 Read-Aloud p. 109 Celebrating Learning Day 2 Read-Aloud |
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| BENCHMARK | SCI.2. | Students use the process of science inquiry. |
| GRADE LEVEL EXPECTATION | | Scientific Inquiry |
| INDICATOR | SCI.2.1. | Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment. Trees Study p. 023 Exploring the Topic Day 5 Small Group p. 027 Investigation 1 Outdoor Experiences p. 053 Investigation 3 Day 1 Small Group p. 057 Investigation 3 Day 3 Small Group p. 069 Investigation 4 Day 3 Small Group p. 107 Celebrating Learning Day 1 Small Group |
| INDICATOR | SCI.2.2. | Use their five senses to manipulate materials and learn about the environment. Trees Study p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 021 Exploring the Topic Day 4 Choice Time p. 027 Investigation 1 Outdoor Experiences p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 2 Choice Time p. 031 Investigation 1 Day 2 Large-Group Roundup p. 032 Investigation 1 Day 3 Large Group p. 035 Investigation 1 Day 4 Choice Time p. 036 Investigation 1 Day 5 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 042 Investigation 2 Day 2 Large Group p. 043 Investigation 2 Day 2 Choice Time p. 045 Investigation 2 Day 3 Choice Time p. 049 Investigation 2 Day 3 Choice Time p. 049 Investigation 3 Day 2 Choice Time p. 049 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 1 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 092 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Large Group p. 093 Investigation 6 Day 4 Choice Time |
| INDICATOR | SCI.2.3. | Gather and record simple information through discussions and drawings about their environment (e.g., weather). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 023 Exploring the Topic Day 5 Choice Time p. 027 Investigation 1 Outdoor Experiences p. 029 Investigation 1 Day 1 Choice Time p. 031 Investigation 1 Day 2 Choice Time p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 049 Investigation 2 Day 5 Small Group p. 056 Investigation 3 Day 3 Choice Time p. 059 Investigation 3 Day 4 Choice Time p. 065 Investigation 4 Day 1 Choice Time p. 066 Investigation 4 Day 1 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 069 Investigation 4 Day 3 Choice Time p. 070 Investigation 5 Day 1 Choice Time p. 075 Investigation 5 Day 1 Choice Time p. 076 Investigation 5 Day 2 Choice Time p. 080 Investigation 5 Day 4 Large Group p. 081 Investigation 5 Day 4 Choice Time |

| | | p. 082 Investigation 5 Day 5 Choice Time p. 088 Investigation 6 Day 2 Choice Time p. 091 Investigation 6 Day 3 Small Group p. 093 Investigation 6 Day 4 Small Group |
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| INDICATOR | SCI.2.4. | Make predictions and generate ideas based on past experience, observations, and information. |
| | | Trees Study p. 054 Investigation 3 Day 2 Choice Time |
| BENCHMARK | SCI.3. | Students understand the basic concepts and principles of physical science. |
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Trees Study p. 013 Exploring the Topic Outdoor Experiences p. 014 Exploring the Topic Day 1 Large Group p. 015 Exploring the Topic Day 1 Large-Group Roundup p. 015 Exploring the Topic Day 1 Choice Time p. 016 Exploring the Topic Day 2 Choice Time p. 017 Exploring the Topic Day 2 Small Group p. 017 Exploring the Topic Day 2 Small Group p. 018 Exploring the Topic Day 3 Choice Time p. 019 Exploring the Topic Day 3 Large-Group Roundup p. 018 Exploring the Topic Day 3 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 021 Exploring the Topic Day 4 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Large-Group Roundup p. 023 Exploring the Topic Day 5 Small Group p. 024 Investigation 1 Outdoor Experiences p. 028 Investigation 1 Day 1 Large Group p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 029 Investigation 1 Day 1 Large-Group Roundup p. 030 Investigation 1 Day 2 Large Group p. 031 Investigation 1 Day 3 Large Group p. 032 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 031 Investigation 1 Day 3 Large Group p. 033 Investigation 1 Day 3 Large Group p. 034 Investigation 1 Day 4 Large Group p. 035 Investigation 1 Day 4 Large-Group Roundup p. 036 Investigation 1 Day 4 Large-Group Roundup p. 037 Investigation 1 Day 4 Large-Group Roundup p. 038 Investigation 1 Day 4 Large-Group Roundup p. 039 Investigation 1 Day 4 Large-Group Roundup p. 031 Investigation 1 Day 4 Large-Group p. 034 Investigation 1 Day 5 Choice Time p. 036 Investigation 2 Day 1 Large-Group p. 041 Investigation 2 Day 1 Large-Group p. 043 Investigation 2 Day 2 Large-Group p. 044 Investigation 2 Day 3 Large-Group p. 045 Investigation 2 Day 4 Large-Group p. 046 Investigation 2 Day 3 Choice Tim |

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p. 049 Investigation 2 Day 5 Small Group
p. 051 Investigation 3 Outdoor Experiences
p. 052 Investigation 3 Day 1 Choice Time
p. 053 Investigation 3 Day 1 Large-Group Roundup
p. 053 Investigation 3 Day 1 Small Group
p. 054 Investigation 3 Day 2 Choice Time
p. 054 Investigation 3 Day 2 Large Group
p. 055 Investigation 3 Day 2 Large-Group Roundup
p. 055 Investigation 3 Day 2 Mighty Minutes
p. 055 Investigation 3 Day 2 Read-Aloud
p. 056 Investigation 3 Day 3 Choice Time
p. 056 Investigation 3 Day 3 Large Group
p. 057 Investigation 3 Day 3 Large-Group Roundup
p. 057 Investigation 3 Day 3 Small Group
p. 059 Investigation 3 Day 4 Choice Time
p. 060 Investigation 3 Day 5 Choice Time
p. 060 Investigation 3 Day 5 Large Group
p. 061 Investigation 3 Day 5 Large-Group Roundup
p. 061 Investigation 3 Day 5 Mighty Minutes
p. 064 Investigation 4 Day 1 Large Group
p. 065 Investigation 4 Day 1 Choice Time
p. 065 Investigation 4 Day 1 Large-Group Roundup
p. 066 Investigation 4 Day 2 Choice Time
p. 066 Investigation 4 Day 2 Large Group
p. 067 Investigation 4 Day 2 Large-Group Roundup
p. 068 Investigation 4 Day 3 Large Group
p. 069 Investigation 4 Day 3 Choice Time
p. 069 Investigation 4 Day 3 Large-Group Roundup
p. 069 Investigation 4 Day 3 Small Group
p. 070 Investigation 4 Day 4 Choice Time
p. 070 Investigation 4 Day 4 Large Group
p. 070 Investigation 4 Day 4 Large-Group Roundup
p. 074 Investigation 5 Day 1 Large Group
p. 075 Investigation 5 Day 1 Choice Time
p. 075 Investigation 5 Day 1 Mighty Minutes
p. 075 Investigation 5 Day 1 Small Group
p. 076 Investigation 5 Day 2 Choice Time
p. 076 Investigation 5 Day 2 Large Group
p. 077 Investigation 5 Day 2 Small Group
p. 078 Investigation 5 Day 3 Large Group
p. 079 Investigation 5 Day 3 Choice Time
p. 080 Investigation 5 Day 4 Large Group
p. 081 Investigation 5 Day 4 Choice Time
p. 082 Investigation 5 Day 5 Choice Time
p. 082 Investigation 5 Day 5 Large Group
p. 083 Investigation 5 Day 5 Large-Group Roundup
p. 083 Investigation 5 Day 5 Read-Aloud
p. 085 Investigation 6 Outdoor Experience
p. 086 Investigation 6 Day 1 Large Group
p. 087 Investigation 6 Day 1 Choice Time
p. 087 Investigation 6 Day 1 Large-Group Roundup
p. 088 Investigation 6 Day 2 Choice Time
p. 088 Investigation 6 Day 2 Large Group
p. 089 Investigation 6 Day 2 Large-Group Roundup
p. 089 Investigation 6 Day 2 Small Group
p. 090 Investigation 6 Day 3 Choice Time
p. 090 Investigation 6 Day 3 Large Group
p. 091 Investigation 6 Day 3 Large-Group Roundup
p. 091 Investigation 6 Day 3 Small Group
p. 092 Investigation 6 Day 4 Large Group
p. 093 Investigation 6 Day 4 Choice Time
p. 093 Investigation 6 Day 4 Large-Group Roundup
p. 093 Investigation 6 Day 4 Small Group
p. 105 Celebrating Learning Outdoor Experiences
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p. 106 Celebrating Learning Day 1 Choice Time

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| | | p. 107 Celebrating Learning Day 1 Small Group p. 108 Celebrating Learning Day 2 Choice Time p. 108 Celebrating Learning Day 2 Large Group p. 109 Celebrating Learning Day 2 Mighty Minutes p. 109 Celebrating Learning Day 2 Small Group |
| INDICATOR | SCI.3.2. | Observe and describe the physical properties of materials (e.g., liquids or solids found in the everyday environment). Trees Study p. 014 Exploring the Topic Day 1 Large Group p. 029 Investigation 1 Day 1 Small Group p. 030 Investigation 1 Day 2 Large Group p. 033 Investigation 1 Day 3 Large-Group Roundup p. 033 Investigation 1 Day 3 Small Group p. 035 Investigation 1 Day 4 Choice Time p. 040 Investigation 2 Day 1 Choice Time p. 044 Investigation 2 Day 3 Large Group p. 046 Investigation 2 Day 4 Large Group p. 054 Investigation 3 Day 2 Choice Time p. 075 Investigation 5 Day 1 Small Group p. 088 Investigation 6 Day 2 Small Group p. 089 Investigation 6 Day 3 Small Group p. 091 Investigation 6 Day 3 Small Group p. 109 Celebrating Learning Day 2 Mighty Minutes |
| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, community, and family life. Trees Study p. 014 Exploring the Topic Day 1 Large Group |
| INDICATOR | SS.4.4. | Begin to understand various group decision-making processes (e.g., voting, consensus, handshake, "boss"). Trees Study p. 071 Investigation 4 Day 4 Read- Aloud |

Book Discussion Card

State: North Dakota Pre-Kindergarten Content Standards

Subject: Early Childhood Education Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
|-------------------------|----------|---|
| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). Book Discussion Card BDC04: Little Red Riding Hood |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Interactions with Peers and Adults |
| INDICATOR | SED.2.7. | Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect). Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree |

| CONTENT STANDARD BENCHMARK | ND.APL. | BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! Approaches to Play & Learning Students engage in learning through a variety of approaches and cognitive processes. |
|----------------------------|----------|--|
| GRADE LEVEL EXPECTATION | | Imagination, Invention, and Creativity |
| INDICATOR | APL.2.3. | Engage in cooperative activities. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| CONTENT STANDARD | ND. LL. | Language and Literacy |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Key Ideas and Details |
| INDICATOR | LL.1.1. | Recall and retell information from a book with attention to the main events or major ideas. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) |

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| | | BDC20: Wemberly Worried |
| | | BDC21: Too Many Tamales |
| | | BDC22: The True Story of the 3 Little Pigs! |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate to personal experiences). |
| | | Book Discussion Card |
| | | BDC01: Caps for Sale BDC02: The Mitten |
| | | BDC02: The Mitten BDC03: The Girl Who Wore Too Much |
| | | BDC04: Little Red Riding Hood |
| | | BDC05: The Little Red Hen |
| | | BDC06: Three Billy Goats Gruff |
| | | BDC07: Just Like Josh Gibson |
| | | BDC08: The Paper Bag Princess |
| | | BDC09: The Adventures of Gary & Harry |
| | | BDC10: Peter's Chair |
| | | BDC11: Radio Man |
| | | BDC12: Abiyoyo |
| | | BDC13: The Gingerbread Man |
| | | BDC14: The Grouchy Ladybug BDC15: Henny Penny |
| | | BDC16: A Grand Old Tree |
| | | BDC17: Charlie Anderson |
| | | BDC18: A Chair for My Mother |
| | | BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) |
| | | BDC20: Wemberly Worried |
| | | BDC21: Too Many Tamales |
| | | BDC22: The True Story of the 3 Little Pigs! |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL | | Craft and Structure |
| EVECTATION | | |
| EXPECTATION | | |
| INDICATOR | LL.1.3. | Know that books and other reading materials have titles, authors, |
| | LL.1.3. | Know that books and other reading materials have titles, authors, and often, illustrators. |
| | LL.1.3. | and often, illustrators. |
| | LL.1.3. | and often, illustrators. Book Discussion Card |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC12: Abiyoyo BDC13: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried |
| | LL.1.3. | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales |
| INDICATOR | | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| BENCHMARK GRADE LEVEL | | and often, illustrators. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |

| | | Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
|-------------------------|---------|---|
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | EL: II | Range of Reading and Level of Text Complexity |
| INDICATOR | LL.1.6. | Know that reading is valuable and enjoyable. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| INDICATOR | LL.1.7. | Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess |

| | | BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree |
|----------------------------|---------|--|
| | | BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| BENCHMARK | LL.2. | |
| GRADE LEVEL EXPECTATION | LL.Z. | Students apply basic skills in reading foundations. Print Concepts |
| INDICATOR | LL.2.1. | Know that print conveys meaning. |
| | | Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Grand Old Tree BDC17: Charlie Anderson BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) |

| | | BDC20: Wemberly Worried |
|---|---------|--|
| | | BDC21: Too Many Tamales |
| | | BDC22: The True Story of the 3 Little Pigs! |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL | | Comprehension and Collaboration |
| EXPECTATION | | |
| INDICATOR | LL.4.1. | Engage in conversations. |
| | | Book Discussion Card |
| | | BDC01: Caps for Sale |
| | | BDC02: The Mitten |
| | | BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood |
| | | BDC05: The Little Red Hen |
| | | BDC06: Three Billy Goats Gruff |
| | | BDC07: Just Like Josh Gibson |
| | | BDC08: The Paper Bag Princess |
| | | BDC09: The Adventures of Gary & Harry |
| | | BDC10: Peter's Chair BDC11: Radio Man |
| | | BDC12: Abiyoyo |
| | | BDC13: The Gingerbread Man |
| | | BDC14: The Grouchy Ladybug |
| | | BDC15: Henny Penny |
| | | BDC16: A Grand Old Tree |
| | | BDC17: Charlie Anderson BDC18: A Chair for My Mother |
| | | BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) |
| | | BDC20: Wemberly Worried |
| | | BDC21: Too Many Tamales |
| | | BDC22: The True Story of the 3 Little Pigs! |
| | | |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | LL.4. | Students apply a variety of speaking and listening skills. Presentation of Knowledge and Ideas |
| GRADE LEVEL | LL.4.3. | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten |
| GRADE LEVEL EXPECTATION | | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood |
| GRADE LEVEL EXPECTATION | | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny |
| GRADE LEVEL EXPECTATION | | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales |
| GRADE LEVEL EXPECTATION INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| BENCHMARK | | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| GRADE LEVEL EXPECTATION INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC16: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |

| | | describe feelings, thoughts, experiences, and observations. |
|-------------------------|---------|---|
| | | Book Discussion Card BDC01: Caps for Sale BDC02: The Mitten BDC03: The Girl Who Wore Too Much BDC04: Little Red Riding Hood BDC05: The Little Red Hen BDC06: Three Billy Goats Gruff BDC07: Just Like Josh Gibson BDC08: The Paper Bag Princess BDC09: The Adventures of Gary & Harry BDC10: Peter's Chair BDC11: Radio Man BDC12: Abiyoyo BDC13: The Gingerbread Man BDC14: The Grouchy Ladybug BDC15: Henny Penny BDC18: A Chair for My Mother BDC19: Los Tres Pequenos Jabalies (The Three Little Javelinas) BDC20: Wemberly Worried BDC21: Too Many Tamales BDC22: The True Story of the 3 Little Pigs! |
| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, community, and family life. |
| | | Book Discussion Card BDC04: Little Red Riding Hood |

Intentional Teaching Cards
State: North Dakota Pre-Kindergarten Content Standards

Subject: Early Childhood Education

Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
|-------------------------|----------|--|
| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Concept Self-Concept |
| INDICATOR | SED.1.1. | Recognize personal abilities, characteristics, culture, and preferences. Intentional Teaching Cards LL41: Our Names, Our Things |
| BENCHMARK | SED.1. | Students demonstrate a developing sense of self and the ability to self- regulate. |
| GRADE LEVEL EXPECTATION | | Self-Regulation |
| INDICATOR | SED.1.3. | Show increasing ability to regulate and communicate own feelings and emotions. Intentional Teaching Cards LL19: Silly Names SE01: Site Visits SE02: Look Who's Here! SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural |
| INDICATOR | SED.1.4. | Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine). Intentional Teaching Cards LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule |

| | | SE12: Classroom Jobs SE20: Cleanup Time |
|----------------------------|----------|--|
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Social Competence |
| INDICATOR | SED.2.2. | Communicate with peer or adult when encountering challenges. Intentional Teaching Cards |
| | | M01: Dinnertime M22: Story Problems M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip SE08: Group Problem Solving SE09: Big Rule, Little Rule SE13: Conflict Resolution SE14: Playing Together |
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Interactions with Peers and Adults |
| INDICATOR | SED.2.7. | Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect). |
| | | Intentional Teaching Cards SE10: My Turn at the Microphone |
| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
| BENCHMARK | APL.1. | Students demonstrate habits of mind and dispositions important to learning. |
| GRADE LEVEL EXPECTATION | | Engagement and Persistence |
| INDICATOR | APL.1.5. | Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem. Intentional Teaching Cards |
| | | M01: Dinnertime M22: Story Problems |
| | | M23: Putting Puzzles Together M60: Morning, Noon, and Night M63: Fishing Trip |
| | | SE08: Group Problem Solving |
| | | SE09: Big Rule, Little Rule SE13: Conflict Resolution |
| | | SE14: Playing Together |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Imagination, Invention, and Creativity |
| INDICATOR | APL.2.3. | Engage in cooperative activities. |
| | | Intentional Teaching Cards SE10: My Turn at the Microphone |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Pretend play |
| INDICATOR | APL.2.4. | Substitutes one object for another in pretend play or pretends with objects that may or may not be present. |
| | | Intentional Teaching Cards LL53: We're Going on a Trip |

| | | M36: We're Going on an Adventure |
|------------------|----------|---|
| INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy situations. Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It |
| | | LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving |
| INDICATOR | APL.2.6. | SE09: Big Rule, Little Rule SE24: I Don't Like That! |
| | | Engages in elaborate sustained imagined play and can distinguish between real life and fantasy. Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That! |
| CONTENT STANDARD | ND.PD. | Physical Development |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |

| GRADE LEVEL | | Movement Skills |
|-------------------------|---------|--|
| INDICATOR INDICATOR | PD.1.1. | Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment). |
| | | Intentional Teaching Cards M18: Bounce & Count P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P14: Moving Through the Forest P15: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal |
| INDICATOR | PD.1.2. | Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing). Intentional Teaching Cards |
| | | M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Control in Movement |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). Intentional Teaching Cards M18: Bounce & Count |
| | | P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P14: Moving Through the Forest P15: Dribble Kick |
| | | P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels |
| INDICATOR | PD.1.4. | P32: Math Journal Demonstrate a growing sense of balance (e.g., stands on one foot, |
| | | walks on a balance beam). Intentional Teaching Cards P04: Kick High |

| | | P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P24: Swing & Jump Rope P25: Kick Hard P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal |
|-------------------------|----------|--|
| INDICATOR | PD.1.5. | Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring). |
| | | Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong |
| INDICATOR | PD.1.6. | Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils). |
| | | Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong |
| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| INDICATOR | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. |
| | | Intentional Teaching Cards P12: Exploring Pathways P14: Moving Through the Forest P25: Kick Hard P26: Keep It Up P28: Balloon Pong |
| BENCHMARK | PD.4. | Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness. |
| GRADE LEVEL EXPECTATION | | Physiological Response to Physical Activity |
| INDICATOR | PD.4.2. | Exhibit control, strength, and dexterity in hand muscles. Intentional Teaching Cards M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P14: Moving Through the Forest P26: Keep It Up P28: Balloon Pong |
| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |
| GRADE LEVEL EXPECTATION | | Movement Elements |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. |

| | | Intentional Teaching Cards P12: Exploring Pathways |
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| BENCHMARK | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. Intentional Teaching Cards LL05: Jumping Beans LL17: Walk a Letter LL30: Knowing Our Friends LL31: I Went Shopping LL52: Tap It, Clap It, Stomp It, Jump It LL55: Dance & Remember M01: Dinnertime M15: Play Dough M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE24: I Don't Like That! |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Singing |
| INDICATOR | ART.3.1. | Sing to music. Intentional Teaching Cards LL10: Rhyming Chart LL12: Same Sound Sort LL14: Did You Ever See? LL30: Knowing Our Friends LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter M13: Nursery Rhyme Count M30: Buried Shapes M36: We're Going on an Adventure M39: Let's Go Fishing M50: The Farmer Builds a Fence M63: Fishing Trip P11: Jump the River P22: Follow the Leader SE20: Cleanup Time |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Listening |

| INDICATOR | ART.3.3. | Listen to music with attention. |
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| INDICATOR | AK 1.3.3. | Listen to music with attention. |
| | | Intentional Teaching Cards |
| | | LL14: Did You Ever See? |
| | | P12: Exploring Pathways |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Visual Art Media, Techniques, and Processes |
| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes. Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints |
| | | P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| INDICATOR | ART.4.2. | Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal |

| | | SE15: Making Choices SE21: Sunshine Message Board |
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| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Connections |
| INDICATOR | ART.4.3. | Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations. Intentional Teaching Cards LL04: Bookmaking LL13: Shaving Cream Letters LL39: My Daily Journal LL40: What Was for Breakfast? LL45: Observational Drawing LL46: Storyboard LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording M07: Ice Cubes M34: Cover Up M42: Straw Shapes M45: Picture Patterns P02: Play Dough Weaving P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal SE01: Site Visits SE07: Good-Byes SE15: Making Choices SE21: Sunshine Message Board |
| CONTENT STANDARD | ND. LL. | Language and Literacy |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Key Ideas and Details |
| INDICATOR | LL.1.1. | Recall and retell information from a book with attention to the main events or major ideas. Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL36: Salsa LL37: Roll-Ups LL38: Hummus LL46: Storyboard LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes |

| | | M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk |
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| | | M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints |
| | | P31: Tie-Dyed Towels SE05: Character Feelings |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate to personal experiences). |
| | | Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M34: Cover Up M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread |

| BENCHMARK GRADE LEVEL EXPECTATION INDICATOR | LL.1. LL.1.3. | M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels SE05: Character Feelings Students read a variety of literature and informational texts. Craft and Structure Know that books and other reading materials have titles, authors, and often, illustrators. Intentional Teaching Cards LL34: Alphabet Books |
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| | | LL38: Hummus SE05: Character Feelings |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Integration of Knowledge and Ideas |
| INDICATOR | LL.1.5. | Understand that illustrations and pictures convey meaning. Intentional Teaching Cards LL05: Jumping Beans LL22: Coupon Match LL33: Clothesline Storytelling LL34: Alphabet Books LL43: Introducing New Vocabulary LL55: Dance & Remember LL60: Writing with Wordless Books LL62: Retelling Wordless Books M07: Ice Cubes M31: Lining It Up M35: Action Patterns M51: Can You Find It? M56: Where's the Beanbag? P16: Body Part Balance P31: Tie-Dyed Towels SE05: Character Feelings SE15: Making Choices SE22: When, Then Statements |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Range of Reading and Level of Text Complexity |
| INDICATOR | LL.1.6. | Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M01: Dinnertime |

| | | M08: Baggie Ice Cream |
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| | | M15: Play Dough |
| | | M24: Matzo Balls |
| | | M27: Peach Cobbler M28: Applesauce |
| | | M29: Apple Bread |
| | | M30: Buried Shapes |
| | | M33: Apple Oat Muffins |
| | | M40: Cube Trains |
| | | M41: Making Numerals |
| | | M43: Pancakes |
| | | M52: Modeling Clay |
| | | M53: Black Bean Corn Salad |
| | | M54: Gingerbread Cookies |
| | | M57: Yogurt Fruit Dip |
| | | M64: Five-Layer Dip |
| | | M65: Cornbread |
| | | M66: OobECk |
| | | M67: Fruit Smoothies |
| | | M68: Trail Mix |
| | | M69: Cream Cheese & Strawberry Snacks |
| | | M70: Egg Salad M71: Flat Bread |
| | | M72: Macaroni & Cheese |
| | | M73: Oatmeal Raisin Cookies |
| | | M74: Vegetable Stir Fry |
| | | M75: Sugar Cookies |
| | | M76: Orange Banana Yogurt Pops |
| | | P30: Mixing Paints |
| | | P31: Tie-Dyed Towels |
| | | SE05: Character Feelings |
| INDICATOR | LL.1.7. | Participate in group reading activities and listen to a variety of |
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| | | literature (e.g., stories, poetry, drama, rhymes, songs) and |
| | | literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, |
| | | literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). |
| | | informational texts (e.g., books about real people and places, procedures, letters). |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M31: Apple Oat Muffins M40: Cube Trains |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay |
| | | informational texts (e.g., books about real people and places, procedures, letters). Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL34: Alphabet Books LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL60: Writing with Wordless Books LL62: Retelling Wordless Books M01: Dinnertime M08: Baggie Ice Cream M10: Biscuits M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes |

| | | M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops P30: Mixing Paints P31: Tie-Dyed Towels |
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| BENCHMARK | LL.2. | SE05: Character Feelings Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Print Concepts |
| INDICATOR | LL.2.1. | Know that print conveys meaning. Intentional Teaching Cards LL06: Dramatic Story Retelling LL09: Pocket Storytelling: The Mitten LL10: Rhyming Chart LL19: Silly Names LL27: Writing Poems LL33: Clothesline Storytelling LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza M01: Dinnertime M08: Baggie Ice Cream M15: Play Dough M24: Matzo Balls M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M33: Apple Oat Muffins M40: Cube Trains M41: Making Numerals M43: Pancakes M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M57: Yogurt Fruit Dip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies |

| | 11 | M70. Once to Develop Version Person |
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| | | M76: Orange Banana Yogurt Pops P30: Mixing Paints |
| | | P31: Tie-Dyed Towels |
| | | SE05: Character Feelings |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. |
| | | Intentional Teaching Cards LL02: Desktop Publishing LL04: Bookmaking |
| | | LL20: Baggie Books LL22: Coupon Match |
| | | LL23: Playing with Environmental Print LL24: Lemonade |
| | | LL25: What's for Snack? LL30: Knowing Our Friends LL31: I Went Shopping |
| | | LL31: I Wellt Sliopping LL34: Alphabet Books LL35: Fruit Salad |
| | | LL36: Salsa LL37: Roll-Ups |
| | | LL46: Storyboard LL49: Vegetable Soup |
| | | LL51: Pizza M27: Peach Cobbler |
| | | M28: Applesauce M29: Apple Bread |
| | | M33: Apple Oat Muffins M43: Pancakes |
| | | M52: Modeling Clay M53: Black Bean Corn Salad |
| | | M54: Gingerbread Cookies M57: Yogurt Fruit Dip |
| | | M64: Five-Layer Dip M65: Cornbread M67: Fruit Smoothies |
| | | M68: Trail Mix M69: Cream Cheese & Strawberry Snacks |
| | | M70: Egg Salad M71: Flat Bread |
| | | M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies |
| | | M74: Vegetable Stir Fry M75: Sugar Cookies |
| | | M76: Orange Banana Yogurt Pops SE05: Character Feelings |
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case forms. |
| | | Intentional Teaching Cards LL01: Shared Writing |
| | | LL02: Desktop Publishing LL03: Alphabet Cards LL04: Bookmaking |
| | | LL05: Jumping Beans LL07: Letters, Letters |
| | | LL15: Textured Letters LL17: Walk a Letter |
| | | LL20: Baggie Books LL21: Buried Treasures |
| | | LL22: Coupon Match LL23: Playing with Environmental Print |
| | | LL26: Searching the Web LL28: Stick Letters |

| | | LL29: Making My Name LL30: Knowing Our Friends |
|-------------|---------|--|
| | | LL31: I Went Shopping |
| | | LL32: Describing Art |
| | | LL34: Alphabet Books |
| | | LL35: Fruit Salad |
| | | LL36: Salsa |
| | | LL37: Roll-Ups |
| | | LL39: My Daily Journal |
| | | LL40: What Was for Breakfast? |
| | | LL41: Our Names, Our Things |
| | | LL42: Daily Sign-In |
| | | LL46: Storyboard LL47: The Name Game |
| | | LL48: D Is for Door |
| | | LL49: Vegetable Soup |
| | | LL50: Making Shiny Paint |
| | | LL51: Pizza |
| | | LL56: Find the Matching Letter |
| | | M04: Number Cards |
| INDICATOR | LL.2.4. | Understand that the sounds of language are represented in print by |
| INDIOATOR | | letters and words. |
| | | |
| | | Intentional Teaching Cards |
| | | LL01: Shared Writing |
| | | LL02: Desktop Publishing |
| | | LL03: Alphabet Cards |
| | | LL04: Bookmaking |
| | | LL07: Letters, Letters |
| | | LL10: Rhyming Chart LL12: Same Sound Sort |
| | | LL15: Textured Letters |
| | | LL16: Tongue Twisters |
| | | LL17: Walk a Letter |
| | | LL19: Silly Names |
| | | LL23: Playing with Environmental Print |
| | | LL26: Searching the Web |
| | | LL28: Stick Letters |
| | | LL29: Making My Name |
| | | LL32: Describing Art |
| | | LL40: What Was for Breakfast? |
| | | LL47: The Name Game LL48: D Is for Door |
| | | LL50: Making Shiny Paint |
| | | LL54: Asking Questions |
| | | LL56: Find the Matching Letter |
| | | M27: Peach Cobbler |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL | | Phonological Awareness |
| EXPECTATION | | |
| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. |
| | | |
| | | Intentional Teaching Cards |
| | | LL52: Tap It, Clap It, Stomp It, Jump It |
| INDICATOR | LL.2.6. | Recognize that spoken words can be separated into separate |
| | | sounds and that separate sounds can be combined into spoken |
| | | words. |
| | | Intentional Teaching Cards |
| | | Intentional Teaching Cards LL07: Letters, Letters |
| | | LL10: Rhyming Chart |
| | | LL11: Rhyming Glaft |
| | | LL12: Same Sound Sort |
| | 11 | |

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|-------------------------|---------|---|
| | | LL16: Tongue Twisters |
| | | LL30: Knowing Our Friends |
| | | LL47: The Name Game |
| | | LL50: Making Shiny Paint |
| | | LL52: Tap It, Clap It, Stomp It, Jump It |
| | | LL57: Photo Writing |
| | | LL58: Our Super Duper Writing Box |
| | | LL59: Question Basket |
| | | LL60: Writing with Wordless Books |
| | | LL63: Investigating & Recording |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonics and Word Recognition |
| INDICATOR | LL.2.7. | Know that each letter has its own sound(s) and identify some letter sounds. |
| | | Intentional Teaching Cards LL01: Shared Writing |
| | | LL02: Desktop Publishing |
| | | LL03: Alphabet Cards |
| | | LL04: Bookmaking |
| | | LL07: Letters, Letters |
| | | LL10: Rhyming Chart |
| | | LL12: Same Sound Sort |
| | | LL15: Textured Letters |
| | | LL16: Tongue Twisters |
| | | LL17: Walk a Letter |
| | | LL19: Silly Names |
| | | LL23: Playing with Environmental Print |
| | | LL26: Searching the Web |
| | | LL28: Stick Letters |
| | | LL29: Making My Name |
| | | LL32: Describing Art |
| | | LL40: What Was for Breakfast? |
| | | LL47: The Name Game |
| | | LL48: D Is for Door |
| | | LL50: Making Shiny Paint |
| | | LL54: Asking Questions |
| | | LL56: Find the Matching Letter |
| | | M27: Peach Cobbler |
| INDICATOR | LL.2.8. | Recognize familiar print in the environment (e.g., traffic signs, store logos, own name). |
| | | |
| | | Intentional Teaching Cards |
| | | LL10: Rhyming Chart |
| | | LL20: Baggie Books |
| | | LL22: Coupon Match |
| | | LL23: Playing with Environmental Print |
| | | LL25: What's for Snack? |
| | | LL28: Stick Letters |
| | | LL31: I Went Shopping |
| | | LL47: The Name Game |
| | | M08: Baggie Ice Cream |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Text Types and Purposes |
| INDICATOR | LL.3.1. | Know that writing communicates meaning and information for different purposes. |
| | | Intentional Teaching Cards |
| | | LL39: My Daily Journal |
| | | LL59: Question Basket |
| | | P32: Math Journal |
| |] | r vz. matri vvarna |

| INDICATOR | LL.3.2. | Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes). Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards |
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| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| GRADE LEVEL EXPECTATION | | Production and Distribution of Writing |
| INDICATOR | LL.3.3. | Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper). Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards |
| INDICATOR | LL.3.4. | Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas. Intentional Teaching Cards LL04: Bookmaking LL20: Baggie Books LL32: Describing Art LL39: My Daily Journal LL40: What Was for Breakfast? LL42: Daily Sign-In LL45: Observational Drawing LL57: Photo Writing LL58: Our Super Duper Writing Box LL59: Question Basket LL60: Writing with Wordless Books LL63: Investigating & Recording P32: Math Journal SE15: Making Choices SE19: Friendship & Love Cards |
| BENCHMARK | LL.3. | Students write for a variety of purposes and audiences. |
| | LL.J. | |
| GRADE LEVEL EXPECTATION | | Research to Build and Present Knowledge |

| INDICATOR | LL.3.5. | Use a variety of ways to find information and solve problems. |
|-------------|---------|---|
| | | Intentional Teaching Cards |
| | | LL26: Searching the Web |
| | | LL54: Asking Questions |
| | | LL63: Investigating & Recording |
| | | M01: Dinnertime |
| | | M22: Story Problems |
| | | M23: Putting Puzzles Together |
| | | M60: Morning, Noon, and Night |
| | | M63: Fishing Trip |
| | | SE08: Group Problem Solving |
| | | SE09: Big Rule, Little Rule |
| | | SE13: Conflict Resolution |
| | | SE14: Playing Together |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL | | Comprehension and Collaboration |
| EXPECTATION | | |
| INDICATOR | LL.4.1. | Engage in conversations. |
| | | Intentional Teaching Cards |
| | | LL01: Shared Writing |
| | | LL03: Alphabet Cards |
| | | LL05: Jumping Beans |
| | | LL08: Memory Games |
| | | LL09: Pocket Storytelling: The Mitten |
| | | LL11: Rhyming Riddles |
| | | LL15: Textured Letters |
| | | LL17: Walk a Letter |
| | | LL18: What's Missing? |
| | | LL20: Baggie Books |
| | | LL21: Buried Treasures |
| | | LL22: Coupon Match |
| | | LL23: Playing with Environmental Print |
| | | LL24: Lemonade |
| | | LL26: Searching the Web LL30: Knowing Our Friends |
| | | LL31: I Went Shopping |
| | | LL32: Describing Art |
| | | LL34: Alphabet Books |
| | | LL35: Fruit Salad |
| | | LL36: Salsa |
| | | LL37: Roll-Ups |
| | | LL38: Hummus |
| | | LL41: Our Names, Our Things |
| | | LL43: Introducing New Vocabulary |
| | | LL44: Rhyming Tubs |
| | | LL45: Observational Drawing |
| | | LL47: The Name Game |
| | | LL49: Vegetable Soup |
| | | LL53: We're Going on a Trip |
| | | LL54: Asking Questions |
| | | LL55: Dance & Remember |
| | | LL56: Find the Matching Letter |
| | | LL59: Question Basket |
| | | LL61: Color Hunt |
| | | M01: Dinnertime |
| | | M02: Counting & Comparing |
| | | M07: Ice Cubes |
| | | M09: Bigger Than, Smaller Than, Equal To |
| | | M12: Measure & Compare |
| | | M14: Patterns |
| | | M16: Show Me Five |
| | II | M17: Guessing Jar |

M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M25: The Long and Short of It M31: Lining It Up M32: Which Container Holds More? M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M39: Let's Go Fishing M40: Cube Trains M41: Making Numerals M42: Straw Shapes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M49: Balancing Act M50: The Farmer Builds a Fence M53: Black Bean Corn Salad M54: Gingerbread Cookies M56: Where's the Beanbag? M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M77: Board Games M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P03: Twisted Pretzels P04: Kick High P05: Throw Hard, Throw Far P06: Catching With a Scoop P07: Balloon Catch P08: Cutting With Scissors P09: Up and Away P10: Jumping Rope P11: Jump the River P12: Exploring Pathways P13: Punting P14: Moving Through the Forest P15: Dribble Kick P16: Body Part Balance P17: Balance on a Beam P18: Dribbling a Ball P19: Bounce & Catch P20: Body Shapes & Sizes P21: Hopping P22: Follow the Leader P23: Ways to Travel P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P27: Galloping P28: Balloon Pong P29: Stop & Go P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal P33: Obstacle Course SE01: Site Visits SE02: Look Who's Here!

| | | SE03: Calm-Down Place SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural |
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| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas |
| INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Intentional Teaching Cards LL10: Rhyming Chart LL15: Textured Letters LL18: What's Missing? LL19: Silly Names LL26: Searching the Web LL30: Knowing Our Friends LL44: Rhyming Tubs LL47: The Name Game LL48: D Is for Door M03: Seek & Find M04: Number Cards M10: Biscuits M19: Which Has More? M21: Geoboards M29: Apple Bread M32: Which Container Holds More? M35: Action Patterns M37: Secret Numbers M52: Modeling Clay M58: Missing Lids M62: How Big Around? M73: Oatmeal Raisin Cookies M76: Orange Banana Yogurt Pops M77: Board Games P05: Throw Hard, Throw Far P06: Catching With a Scoop P12: Exploring Pathways P15: Dribble Kick P16: Body Part Balance P24: Swing & Jump Rope P25: Kick Hard P27: Galloping SE01: Site Visits |

| | | SE02: Look Who's Here! |
|-------------|---------|--|
| | | SE03: Calm-Down Place |
| | | SE04: Actively Listening to Children SE05: Character Feelings |
| | | SE06: Talk About Feelings |
| | | SE07: Good-Byes |
| | | SE08: Group Problem Solving |
| | | SE09: Big Rule, Little Rule |
| | | SE10: My Turn at the Microphone |
| | | SE11: Great Groups |
| | | SE12: Classroom Jobs |
| | | SE13: Conflict Resolution |
| | | SE14: Playing Together |
| | | SE15: Making Choices |
| | | SE16: "I" Statements |
| | | SE17: Supporting Children to Use Their Words |
| | | SE18: Encouragement |
| | | SE19: Friendship & Love Cards |
| | | SE20: Cleanup Time |
| | | SE21: Sunshine Message Board |
| | | SE22: When, Then Statements |
| | | SE23: Related Consequences SE24: I Don't Like That! |
| | | SE24: I Don't Like That! SE25: What Can We Build Together? |
| | | SE25: What Can We Build Together? SE26: Making A Mural |
| | | |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL | | Conventions of Standard English |
| EXPECTATION | | |
| INDICATOR | LL.5.1. | Apply basic grammatical structures in spoken language. |
| | | Intentional Teaching Cards |
| | | LL32: Describing Art |
| | | LL61: Color Hunt |
| | | M14: Patterns |
| | | M22: Story Problems |
| | | M28: Applesauce |
| | | M36: We're Going on an Adventure |
| | | M40: Cube Trains |
| | | M50: The Farmer Builds a Fence |
| | | P06: Catching With a Scoop |
| | | P07: Balloon Catch |
| | | P11: Jump the River |
| | | P14: Moving Through the Forest P24: Swing & Jump Rope |
| | | P31: Tie-Dyed Towels |
| | | SE01: Site Visits |
| | | SE03: Calm-Down Place |
| | | SE06: Talk About Feelings |
| | | SE08: Group Problem Solving |
| | | SE13: Conflict Resolution |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL | | Knowledge of Language |
| EXPECTATION | | |
| INDICATOR | LL.5.2. | Use language for a variety of purposes (e.g., to speak, sing, act out, |
| | | share information, and recite familiar texts.) |
| | | L |
| | | Intentional Teaching Cards |
| | | LL05: Jumping Beans |
| | | LL06: Dramatic Story Retelling |
| | | LL10: Rhyming Chart |
| | | |
| | | LL12: Same Sound Sort |
| | | LL12: Same Sound Sort LL14: Did You Ever See? LL17: Walk a Letter |

| | | LL30: Knowing Our Friends LL31: I Went Shopping LL44: Rhyming Tubs LL52: Tap It, Clap It, Stomp It, Jump It LL53: We're Going on a Trip LL55: Dance & Remember LL56: Find the Matching Letter LL62: Retelling Wordless Books M01: Dinnertime M13: Nursery Rhyme Count M15: Play Dough M30: Buried Shapes M35: Action Patterns M36: We're Going on an Adventure M37: Secret Numbers M39: Let's Go Fishing M47: My Shadow and I M50: The Farmer Builds a Fence M55: Stepping Stones M63: Fishing Trip P11: Jump the River P13: Punting P14: Moving Through the Forest P20: Body Shapes & Sizes P22: Follow the Leader P23: Ways to Travel P27: Galloping SE04: Actively Listening to Children SE05: Character Feelings SE08: Group Problem Solving SE09: Big Rule, Little Rule SE20: Cleanup Time |
|-------------------------|---------|---|
| | | SE24: I Don't Like That! |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use |
| INDICATOR | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Intentional Teaching Cards LL02: Desktop Publishing LL05: Jumping Beans LL07: Letters, Letters, Letters LL08: Memory Games LL15: Textured Letters LL17: Walk a Letter LL18: What's Missing? LL19: Silly Names LL20: Baggie Books LL21: Buried Treasures LL22: Coupon Match |

LL48: D Is for Door LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL56: Find the Matching Letter LL61: Color Hunt LL62: Retelling Wordless Books M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M11: Graphing M20: I'm Thinking of a Shape M23: Putting Puzzles Together M24: Matzo Balls M25: The Long and Short of It M27: Peach Cobbler M28: Applesauce M29: Apple Bread M30: Buried Shapes M32: Which Container Holds More? M33: Apple Oat Muffins M34: Cover Up M36: We're Going on an Adventure M38: Patterns Under Cover M42: Straw Shapes M43: Pancakes M44: Musical Water M45: Picture Patterns M46: Nesting Dolls M47: My Shadow and I M48: Wash Day M50: The Farmer Builds a Fence M51: Can You Find It? M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M55: Stepping Stones M56: Where's the Beanbag? M57: Yogurt Fruit Dip M58: Missing Lids M59: More or Fewer Towers M60: Morning, Noon, and Night M61: Shake, Rattle, and Roll M62: How Big Around? M63: Fishing Trip M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M78: Math Collage SE01: Site Visits

SE02: Look Who's Here! SE03: Calm-Down Place

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| | | SE04: Actively Listening to Children SE05: Character Feelings SE06: Talk About Feelings SE07: Good-Byes SE08: Group Problem Solving SE09: Big Rule, Little Rule SE10: My Turn at the Microphone SE11: Great Groups SE12: Classroom Jobs SE13: Conflict Resolution SE14: Playing Together SE15: Making Choices SE16: "I" Statements SE17: Supporting Children to Use Their Words SE18: Encouragement SE19: Friendship & Love Cards SE20: Cleanup Time SE21: Sunshine Message Board SE22: When, Then Statements SE23: Related Consequences SE24: I Don't Like That! SE25: What Can We Build Together? SE26: Making A Mural |
| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL | | Number Names and the Count Sequence |
| EXPECTATION | | |
| INDICATOR | MTH.1.1. | Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle). Intentional Teaching Cards LL22: Coupon Match M04: Number Cards M16: Show Me Five M39: Let's Go Fishing M63: Fishing Trip |
| INDICATOR | MTH.1.2. | Use number names with written numerals. Intentional Teaching Cards M04: Number Cards M37: Secret Numbers |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Count Objects |
| INDICATOR | MTH.1.4. | Demonstrate understanding of one-to-one correspondence between objects and numbers. Intentional Teaching Cards LL22: Coupon Match M04: Number Cards M39: Let's Go Fishing M63: Fishing Trip |
| BENCHMARK | MTH.1. | Students understand counting and cardinality. |
| GRADE LEVEL EXPECTATION | | Compare Numbers |
| INDICATOR | MTH.1.6. | Demonstrates ability to compare quantities of objects. |
| | | Intentional Teaching Cards LL49: Vegetable Soup |

| | | M02: Counting & Comparing |
|-------------------------|----------|---|
| | | M03: Seek & Find |
| | | M59: More or Fewer Towers |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Addition as adding to, and subtraction as taking from |
| INDICATOR | MTH.2.1. | Recognize that the number of objects can change when they are added or taken away from a group. |
| | | Intentional Teaching Cards M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage |
| INDICATOR | MTH.2.2. | Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5. |
| | | Intentional Teaching Cards M01: Dinnertime M13: Nursery Rhyme Count M22: Story Problems M63: Fishing Trip M77: Board Games M78: Math Collage |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Patterns |
| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. Intentional Teaching Cards LL31: I Went Shopping M14: Patterns M35: Action Patterns M38: Patterns Under Cover M40: Cube Trains M45: Picture Patterns |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Compare measurable attributes |
| INDICATOR | MTH.3.1. | Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). Intentional Teaching Cards M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M12: Measure & Compare M15: Play Dough M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M31: Lining It Up M32: Which Container Holds More? |

| | | M33: Apple Oat Muffins |
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| | | M43: Pancakes |
| | | M44: Musical Water |
| | | M52: Modeling Clay |
| | | M53: Black Bean Corn Salad M54: Gingerbread Cookies |
| | | M57: Yogurt Fruit Dip |
| | | M62: How Big Around? |
| | | M64: Five-Layer Dip |
| | | M65: Cornbread |
| | | M66: OobECk |
| | | M69: Cream Cheese & Strawberry Snacks |
| | | M70: Egg Salad |
| | | M71: Flat Bread |
| | | M72: Macaroni & Cheese |
| | | M73: Oatmeal Raisin Cookies |
| | | M74: Vegetable Stir Fry |
| | | M75: Sugar Cookies |
| | | M76: Orange Banana Yogurt Pops |
| | | P32: Math Journal |
| INDICATOR | MTH.3.2. | Use standard or nonstandard measurement techniques to measure |
| | | objects. |
| | | |
| | | Intentional Teaching Cards |
| | | LL24: Lemonade |
| | | LL38: Hummus |
| | | LL50: Making Shiny Paint |
| | | LL51: Pizza |
| | | M07: Ice Cubes |
| | | M08: Baggie Ice Cream |
| | | M09: Bigger Than, Smaller Than, Equal To |
| | | M10: Biscuits |
| | | M12: Measure & Compare |
| | | M15: Play Dough |
| | | M24: Matzo Balls |
| | | M26: Huff & Puff |
| | | M27: Peach Cobbler M28: Applesauce |
| | | M29: Apple Bread |
| | | M33: Apple Oat Muffins |
| | | M43: Pancakes |
| | | M49: Balancing Act |
| | | M62: How Big Around? |
| | | M64: Five-Layer Dip |
| | | M65: Cornbread |
| | | M66: OobECk |
| | | M69: Cream Cheese & Strawberry Snacks |
| | | M70: Egg Salad |
| | | M71: Flat Bread |
| | | M72: Macaroni & Cheese |
| | | M73: Oatmeal Raisin Cookies |
| | | M74: Vegetable Stir Fry |
| | | M75: Sugar Cookies |
| | <u> </u> | M76: Orange Banana Yogurt Pops |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Classify objects |
| INDICATOR | MTH.3.3. | Order objects by size and length. |
| | | Intentional Teaching Cards |
| | | Intentional Teaching Cards M07: Ice Cubes |
| | | M09: Bigger Than, Smaller Than, Equal To |
| | | M12: Measure & Compare |
| | III | process of a describation |
| | | M25: The Long and Short of It |

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| | | M26: Huff & Puff |
| | | M31: Lining It Up M62: How Big Around? |
| | | P32: Math Journal |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL | | Identify and describe shapes |
| EXPECTATION | | |
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three-dimensional shapes. |
| | | Intentional Teaching Cards M20: I'm Thinking of a Shape M21: Geoboards |
| | | M23: Putting Puzzles Together M30: Buried Shapes M42: Straw Shapes |
| | | M47: My Shadow and I |
| | | M50: The Farmer Builds a Fence |
| | | M61: Shake, Rattle, and Roll |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |
| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or |
| | | position of objects. |
| | | Intentional Teaching Cards M01: Dinnertime |
| | | M36: We're Going on an Adventure |
| | | M47: My Shadow and I |
| | | M51: Can You Find It? |
| | | M55: Stepping Stones M56: Where's the Beanbag? |
| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.1. | Know and describe the sequence of daily routines. |
| | | Intentional Teaching Cards M39: Let's Go Fishing |
| | | M44: Musical Water |
| | | P01: Let's Sew |
| | | P02: Play Dough Weaving |
| INDICATOR | SCI.1.2. | Recognize and inquire about simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet). |
| | | Intentional Teaching Cards M26: Huff & Puff |
| INDICATOR | SCI.1.3. | Observe and describe changes (e.g., ice to water) that occur in the |
| | | world, including changes to living things and natural processes (e.g., weather, day/night cycle). |
| | | Intentional Teaching Cards LL24: Lemonade |
| | | M07: Ice Cubes |
| | | M08: Baggie Ice Cream |
| BENCHMARK | SCI.2. | Students use the process of science inquiry. |
| | | |
| GRADE LEVEL EXPECTATION | | Scientific Inquiry |

| INDICATOR | SCI.2.1. | Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment. |
|-----------|----------|--|
| | | Intentional Teaching Cards |
| | | LL24: Lemonade |
| | | LL25: What's for Snack? LL35: Fruit Salad |
| | | LL36: Salsa |
| | | LL37: Roll-Ups |
| | | LL38: Hummus |
| | | LL49: Vegetable Soup |
| | | LL50: Making Shiny Paint |
| | | LL51: Pizza |
| | | M07: Ice Cubes |
| | | M08: Baggie Ice Cream |
| | | M09: Bigger Than, Smaller Than, Equal To |
| | | M10: Biscuits |
| | | M12: Measure & Compare M15: Play Dough |
| | | M24: Matzo Balls |
| | | M25: The Long and Short of It |
| | | M26: Huff & Puff |
| | | M27: Peach Cobbler |
| | | M28: Applesauce |
| | | M29: Apple Bread |
| | | M32: Which Container Holds More? |
| | | M33: Apple Oat Muffins |
| | | M34: Cover Up M43: Pancakes |
| | | M44: Musical Water |
| | | M45: Picture Patterns |
| | | M49: Balancing Act |
| | | M52: Modeling Clay |
| | | M53: Black Bean Corn Salad |
| | | M54: Gingerbread Cookies |
| | | M58: Missing Lids |
| | | M65: Cornbread |
| | | M66: OobECk M67: Fruit Smoothies |
| | | M68: Trail Mix |
| | | M69: Cream Cheese & Strawberry Snacks |
| | | M70: Egg Salad |
| | | M71: Flat Bread |
| | | M72: Macaroni & Cheese |
| | | M73: Oatmeal Raisin Cookies |
| | | M74: Vegetable Stir Fry |
| | | M75: Sugar Cookies |
| | | M76: Orange Banana Yogurt Pops P01: Let's Sew |
| | | P02: Play Dough Weaving |
| INDICATOR | SCI.2.2. | |
| INDICATOR | SCI.2.2. | Use their five senses to manipulate materials and learn about the environment. |
| | | Intentional Teaching Cards |
| | | LL15: Textured Letters |
| | | LL21: Buried Treasures |
| | | LL27: Writing Poems |
| | | LL45: Observational Drawing M45: Picture Patterns |
| | | |
| INDICATOR | SCI.2.3. | Gather and record simple information through discussions and drawings about their environment (e.g., weather). |
| | | Intentional Teaching Cards |
| | | |

| INDICATOR BENCHMARK | SCI.2.4. SCI.3. | LL45: Observational Drawing LL57: Photo Writing LL63: Investigating & Recording M07: Ice Cubes M09: Bigger Than, Smaller Than, Equal To M11: Graphing Make predictions and generate ideas based on past experience, observations, and information. Intentional Teaching Cards M18: Bounce & Count M32: Which Container Holds More? Students understand the basic concepts and principles of physical science. |
|-------------------------|--------------------|---|
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Intentional Teaching Cards LL02: Desktop Publishing LL07: Letters, Letters, Letters LL09: Pocket Storytelling: The Mitten LL15: Textured Letters LL21: Buried Treasures LL24: Lemonade LL25: What's for Snack? LL26: Searching the Web LL27: Writing Poems LL35: Fruit Salad LL36: Salsa LL37: Roll-Ups LL38: Hummus LL43: Introducing New Vocabulary LL45: Observational Drawing LL49: Vegetable Soup LL50: Making Shiny Paint LL51: Pizza LL53: We're Going on a Trip LL54: Asking Questions LL57: Photo Writing LL61: Color Hunt LL63: Investigating & Recording M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M10: Biscuits M11: Graphing M12: Measure & Compare M15: Play Dough M18: Bounce & Count M20: I'm Thinking of a Shape M21: Geoboards M24: Matzo Balls M25: The Long and Short of It M26: Huff & Puff M27: Peach Cobbler M28: Applesauce M29: Apple Bread M32: Which Container Holds More? M33: Apple Oat Muffins |

| | | M34: Cover Up M39: Let's Go Fishing M43: Pancakes M44: Musical Water M45: Picture Patterns M49: Balancing Act M52: Modeling Clay M53: Black Bean Corn Salad M54: Gingerbread Cookies M58: Missing Lids M64: Five-Layer Dip M65: Cornbread M66: OobECk M67: Fruit Smoothies M68: Trail Mix M69: Cream Cheese & Strawberry Snacks M70: Egg Salad M71: Flat Bread M72: Macaroni & Cheese M73: Oatmeal Raisin Cookies M74: Vegetable Stir Fry M75: Sugar Cookies M76: Orange Banana Yogurt Pops M79: Ping-Pong Pick-Up P01: Let's Sew P02: Play Dough Weaving P04: Kick High P05: Throw Hard, Throw Far P07: Balloon Catch P10: Jumping Rope P12: Exploring Pathways P14: Moving Through the Forest P15: Dribble Kick P18: Dribble Kick P18: Dribble Kick P18: Dribbling a Ball P19: Bounce & Catch P24: Swing & Jump Rope P25: Kick Hard P26: Keep It Up P28: Balloon Pong P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal |
|-------------|----------|---|
| | | P30: Mixing Paints P31: Tie-Dyed Towels P32: Math Journal |
| INDICATOR | SCI.3.2. | SE01: Site Visits Observe and describe the physical properties of materials (e.g., liquids or solids found in the everyday environment). |
| | | Intentional Teaching Cards LL15: Textured Letters LL61: Color Hunt M02: Counting & Comparing M03: Seek & Find M05: Sorting & Classifying M07: Ice Cubes M08: Baggie Ice Cream M09: Bigger Than, Smaller Than, Equal To M20: I'm Thinking of a Shape M21: Geoboards M49: Balancing Act M58: Missing Lids P30: Mixing Paints P31: Tie-Dyed Towels |
| BENCHMARK | SCI.4. | Students understand the basic concepts and principles of life science. |
| GRADE LEVEL | | Characteristics of Organisms |

| EXPECTATION | | |
|-------------------------|----------|--|
| INDICATOR | SCI.4.1. | Develop awareness of the needs of living things. |
| | | Intentional Teaching Cards LL53: We're Going on a Trip |
| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.1. | Students apply social studies skills and resources. |
| GRADE LEVEL EXPECTATION | | Map Skills |
| INDICATOR | SS.1.2. | Understand that maps, visuals, and objects can represent places. |
| | | Intentional Teaching Cards M51: Can You Find It? |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.2. | Demonstrate an awareness of rules and routines in the classroom, community, and family life. Intentional Teaching Cards LL42: Daily Sign-In M77: Board Games P04: Kick High P09: Up and Away SE01: Site Visits SE02: Look Who's Here! SE07: Good-Byes SE09: Big Rule, Little Rule SE12: Classroom Jobs SE20: Cleanup Time |
| INDICATOR | SS.4.4. | Begin to understand various group decision-making processes (e.g., voting, consensus, handshake, "boss"). Intentional Teaching Cards SE08: Group Problem Solving SE09: Big Rule, Little Rule |

Mighty Minutes
State: North Dakota Pre-Kindergarten Content Standards

Subject: Early Childhood Education Grade: Ages 3-5

| CONTENT STANDARD | ND.SED. | Social and Emotional Development |
|-------------------------|----------|---|
| BENCHMARK | SED.2. | Students demonstrate a developing ability to interact with others. |
| GRADE LEVEL EXPECTATION | | Interactions with Peers and Adults |
| INDICATOR | SED.2.4. | Begin to develop peer friendships through group activities, tasks, and play. Mighty Minutes |
| | | MM78: Hello Friends |
| INDICATOR | SED.2.5. | Develop positive relationships with adults. Mighty Minutes |
| | | MM78: Hello Friends |
| INDICATOR | SED.2.6. | With guidance and support, recognize and respect the feelings, opinions, and needs of others, and offer help. |
| | | Mighty Minutes MM78: Hello Friends |
| CONTENT CTANDADD | ND ADI | |
| CONTENT STANDARD | ND.APL. | Approaches to Play & Learning |
| BENCHMARK | APL.2. | Students engage in learning through a variety of approaches and cognitive processes. |
| GRADE LEVEL EXPECTATION | | Pretend play |
| INDICATOR | APL.2.4. | Substitutes one object for another in pretend play or pretends with objects that may or may not be present. |
| | | Mighty Minutes MM41: The Imaginary Ball |
| | | MM63: Going on a Journey |
| | | MM83: Let's Make a Cake MM84: Let's Make Letters |
| | | MM90: Little Miss Muffet |
| INDICATOR | APL.2.5. | Uses imagination to create a variety of ideas, role plays, and fantasy situations. |
| | | Mighty Minutes |
| | | MM10: Words in Motion MM11: What Is My Job? |
| | | MM12: Ticky Ricky |
| | | MM16: Nothing, Nothing, Something |
| | | MM17: Leaping Sounds |
| | | MM25: Freeze MM30: Bounce, Bounce, Bounce |
| | | MM32: Walk the Line |
| | | MM34: The Wave |
| | | MM35: My Name, Too! MM36: Body Patterns |
| | | MM37: Little Ball |
| | | MM38: Spatial Patterns |
| | | MM39: Let's Pretend MM40: Clap a Friend's Name |
| | | MM41: The Imaginary Ball |
| | | MM42: Come Play With Me |
| | | MM43: Bouncing Big Brown Balls |
| | | MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size |
| | | MM51: High in the Tree |

MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow Engages in elaborate sustained imagined play and can distinguish INDICATOR APL.2.6. between real life and fantasy. Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM25: Freeze MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM53: Three Rowdy Children MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM65: People Patterns MM67: Let's Stick Together MM70: The Kids Go Marching In MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box

| | | MM75: Busy Bees MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow |
|-------------------------|---------|--|
| BENCHMARK | ND.PD. | Physical Development Students demonstrate motor skills and movement patterns needed |
| BENCHWARK | PD.1. | to perform a variety of physical activities. |
| GRADE LEVEL | | Movement Skills |
| EXPECTATION | | |
| INDICATOR | PD.1.2. | Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment). Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM34: The Wave MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM67: Let's Stick Together Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing). Mighty Minutes |
| | | MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey |
| BENCHMARK | PD.1. | Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities. |
| GRADE LEVEL EXPECTATION | | Control in Movement |
| INDICATOR | PD.1.3. | Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling). Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM34: The Wave |

| | - | |
|-------------------------|---------|--|
| | | MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey MM67: Let's Stick Together |
| INDICATOR | PD.1.5. | Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring). |
| | | Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey |
| INDICATOR | PD.1.6. | Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils). |
| | | Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey |
| BENCHMARK | PD.2. | Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities. |
| GRADE LEVEL EXPECTATION | | Movement Concepts |
| BENCHMARK | PD.2.1. | Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions. Mighty Minutes MM10: Words in Motion MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM34: The Wave MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM75: Busy Bees MM76: Describing Things Students understand and apply fitness concepts to achieve and |
| BENCHMARK | PD.4. | maintain a health-enhancing level of physical fitness. |
| GRADE LEVEL EXPECTATION | | Physiological Response to Physical Activity |
| INDICATOR | PD.4.2. | Exhibit control, strength, and dexterity in hand muscles. Mighty Minutes MM08: Clap the Missing Word MM13: Simon Says MM14: Scat Singing MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM56: I Had a Little Nut Tree MM63: Going on a Journey |
| CONTENT STANDARD | ND.ART. | Expressive Arts and Creative Thinking |
| BENCHMARK | ART.1. | Students engage in dance. |

| GRADE LEVEL | | Movement Elements |
|-------------------------|----------|--|
| EXPECTATION | | MOVEMBRICAL ELEMENTS |
| INDICATOR | ART.1.1. | Coordinate movements in response to beat or rhythm in music. |
| | | Mighty Minutes |
| | | MM10: Words in Motion MM34: The Wave |
| | | MM67: Let's Stick Together |
| BENCHMARK | ART.2. | Students engage in drama. |
| GRADE LEVEL EXPECTATION | | Acting |
| INDICATOR | ART.2.1. | Use a variety of materials and play processes in dramatic play and assume different roles or characters. |
| | | Mighty Minutes |
| | | MM10: Words in Motion MM11: What Is My Job? |
| | | MM12: Ticky Ricky |
| | | MM16: Nothing, Nothing, Something |
| | | MM17: Leaping Sounds |
| | | MM25: Freeze MM30: Bounce, Bounce |
| | | MM32: Walk the Line |
| | | MM34: The Wave |
| | | MM35: My Name, Too! |
| | | MM36: Body Patterns MM37: Little Ball |
| | | MM38: Spatial Patterns |
| | | MM39: Let's Pretend |
| | | MM40: Clap a Friend's Name |
| | | MM41: The Imaginary Ball |
| | | MM42: Come Play With Me MM43: Bouncing Big Brown Balls |
| | | MM45: I'm a Sturdy Oak Tree |
| | | MM49: A Tree My Size |
| | | MM51: High in the Tree |
| | | MM53: Three Rowdy Children MM57: Find the Letter Sound |
| | | MM58: A-Hunting We Will Go |
| | | MM59: Clap the Beat |
| | | MM60: The Name Dance |
| | | MM63: Going on a Journey |
| | | MM65: People Patterns |
| | | MM67: Let's Stick Together MM70: The Kids Go Marching In |
| | | MM72: My Body Jumps |
| | | MM73: Are You Ready? |
| | | MM74: Jack in the Box |
| | | MM75: Busy Bees MM78: Hello Friends |
| | | MM79: Here Is the Beehive |
| | | MM81: Humpty Dumpty |
| | | MM83: Let's Make a Cake |
| | | MM84: Let's Make Letters |
| | | MM86: Listening Story MM87: One, Two, Buckle My Shoe |
| | | MM89: We Like Clapping |
| | | MM90: Little Miss Muffet |
| | | MM91: Move to the Beat |
| | | MM92: Name Cheer |
| | | MM93: Oh, Dear! What Can the Matter Be? |
| | | MM96: The Old Man MM97: Shape Hunt |
| | | MM99: Let's All Follow |

| BENCHMARK | ART.3. | Students engage with music. |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | | Singing |
| INDICATOR | ART.3.1. | Sing to music. Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM08: Clap the Missing Word MM100: La, La, La MM11: What Is My Job? MM14: Scat Singing MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM52: Walk Around the Shapes MM53: Three Rowdy Children MM54: The Green Grass Grows MM58: A-Hunting We Will Go MM60: The Name Dance MM64: Paper Towel Rap MM66: Musical Junk MM69: The Litter Monster MM77: Recycle Song MM77: Hello Bingo MM77: Hello Bingo MM78: Hello Friends MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Clay Boar! What Can the Matter Be? MM99: Uet's All Follow MM99: Let's All Follow |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Instrumental Performance |
| INDICATOR | ART.3.2. | Play simple musical instruments. Mighty Minutes MM66: Musical Junk |
| BENCHMARK | ART.3. | Students engage with music. |
| GRADE LEVEL EXPECTATION | | Listening |
| INDICATOR | ART.3.3. | Listen to music with attention. Mighty Minutes MM66: Musical Junk |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL | | Visual Art Media, Techniques, and Processes |
| EXPECTATION | | 100, 100, 100, 100, 100, 100, 100, 100, |

| INDICATOR | ART.4.1. | Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes. |
|-------------------------|----------|--|
| | | Mighty Minutes MM64: Paper Towel Rap |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Subject Matter, Theme, Symbols, and Ideas in Visual Art |
| INDICATOR | ART.4.2. | Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas. Mighty Minutes |
| | | MM64: Paper Towel Rap |
| BENCHMARK | ART.4. | Students engage in visual arts. |
| GRADE LEVEL EXPECTATION | | Connections |
| INDICATOR | ART.4.3. | Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations. Mighty Minutes |
| | | MM64: Paper Towel Rap |
| CONTENT STANDARD | ND. LL. | Language and Literacy |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Key Ideas and Details |
| INDICATOR | LL.1.2. | Respond to books in a variety of ways (e.g., make predictions, relate to personal experiences). |
| | | Mighty Minutes MM69: The Litter Monster MM90: Little Miss Muffet |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL EXPECTATION | | Integration of Knowledge and Ideas |
| INDICATOR | LL.1.5. | Understand that illustrations and pictures convey meaning. Mighty Minutes MM54: The Green Grass Grows MM88: Disappearing Rhymes |
| BENCHMARK | LL.1. | Students read a variety of literature and informational texts. |
| GRADE LEVEL | | Range of Reading and Level of Text Complexity |
| INDICATOR | LL.1.7. | Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters). Mighty Minutes |
| | | MM37: Little Ball MM42: Come Play With Me MM49: A Tree My Size MM56: I Had a Little Nut Tree MM69: The Litter Monster MM90: Little Miss Muffet |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Print Concepts |
| INDICATOR | LL.2.2. | Understand some basic print conventions and characteristics of books. |

| | | Mighty Minutes MM08: Clap the Missing Word MM10: Words in Motion |
|-----------------------------------|---------|--|
| INDICATOR | LL.2.3. | Know that letters have names and there are upper and lower case forms. |
| | | Mighty Minutes MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM22: Hot or Cold 3-D Shapes MM25: Freeze MM32: Walk the Line MM33: Thumbs Up MM36: Body Patterns MM47: Step Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM75: Busy Bees MM77: Hello Bingo MM83: Let's Make a Cake MM92: Name Cheer MM96: The Old Man MM97: Shape Hunt |
| | | MM98: I Have One |
| INDICATOR | LL.2.4. | Understand that the sounds of language are represented in print by letters and words. Mighty Minutes |
| | | MM47: Step Up |
| BENCHMARK | LL.2. | Students apply basic skills in reading foundations. |
| GRADE LEVEL EXPECTATION | | Phonological Awareness |
| INDICATOR | LL.2.5. | Discriminate between words and syllables in words. |
| | | Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables |
| INDICATOR | LL.2.6. | Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name |
| INDICATOR | | Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. Mighty Minutes MM31: What's Inside the Box? |
| | LL.2.6. | Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. Mighty Minutes MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See? |
| BENCHMARK GRADE LEVEL | LL.2.6. | Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. Mighty Minutes MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See? Students apply basic skills in reading foundations. Phonics and Word Recognition Know that each letter has its own sound(s) and identify some letter sounds. |
| BENCHMARK GRADE LEVEL EXPECTATION | LL.2.6. | Mighty Minutes MM100: La, La, La MM17: Leaping Sounds MM40: Clap a Friend's Name MM55: Mr. Forgetful MM59: Clap the Beat MM60: The Name Dance MM85: Listen For Your Name MM95: Sorting Syllables Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words. Mighty Minutes MM31: What's Inside the Box? MM50: 1, 2, 3, What Do I See? Students apply basic skills in reading foundations. Phonics and Word Recognition Know that each letter has its own sound(s) and identify some letter |

| GRADE LEVEL EXPECTATION | | Comprehension and Collaboration |
|----------------------------|---------|--|
| INDICATOR | LL.4.1. | Engage in conversations. Mighty Minutes MM45: I'm a Sturdy Oak Tree MM68: I Have a Secret MM82: Let's Clean Up! MM90: Little Miss Muffet |
| BENCHMARK | LL.4. | Students apply a variety of speaking and listening skills. |
| GRADE LEVEL EXPECTATION | | Presentation of Knowledge and Ideas |
| INDICATOR | LL.4.3. | Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions. Mighty Minutes MM06: This Is the Way MM07: Hippity, Hoppity, How Many? MM09: Writing in the Air MM15:Say It, Show It MM20: I Can Make a Circle MM26: Echo Clapping MM83: Let's Make a Cake MM96: The Old Man |
| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Knowledge of Language |
| INDICATOR | LL.5.2. | Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.) Mighty Minutes MM01: The People in Your Neighborhood MM03: Purple Pants MM06: This Is the Way MM06: Clap the Missing Word MM100: La, La, La MM10: Words in Motion MM11: What Is My Job? MM12: Ticky Ricky MM14: Scat Singing MM16: Nothing, Nothing, Something MM17: Leaping Sounds MM20: I Can Make a Circle MM23: Hi-Ho, the Derry-O MM24: Dinky Do MM25: Freeze MM29: Baa, Baa, Black Sheep MM30: Bounce, Bounce, Bounce MM32: Walk the Line MM34: The Wave MM35: My Name, Too! MM36: Body Patterns MM37: Little Ball MM38: Spatial Patterns MM39: Let's Pretend MM40: Clap a Friend's Name MM41: The Imaginary Ball MM42: Come Play With Me MM43: Bouncing Big Brown Balls MM45: I'm a Sturdy Oak Tree MM49: A Tree My Size MM51: High in the Tree MM52: Walk Around the Shapes |

| | | MM53: Three Rowdy Children MM54: The Green Grass Grows MM57: Find the Letter Sound MM58: A-Hunting We Will Go MM59: Clap the Beat MM60: The Name Dance MM63: Going on a Journey MM64: Paper Towel Rap MM65: People Patterns MM66: Musical Junk MM67: Let's Stick Together MM69: The Litter Monster MM70: The Kids Go Marching In MM71: Recycle Song MM72: My Body Jumps MM73: Are You Ready? MM74: Jack in the Box MM75: Busy Bees MM77: Hello Bingo MM78: Hello Friends MM79: Here Is the Beehive MM81: Humpty Dumpty MM83: Let's Make a Cake MM84: Let's Make Letters MM86: Listening Story MM87: One, Two, Buckle My Shoe MM89: We Like Clapping MM90: Little Miss Muffet MM91: Move to the Beat MM92: Name Cheer MM93: Oh, Dear! What Can the Matter Be? MM94: Old MacDonald MM96: The Old Man MM97: Shape Hunt MM99: Let's All Follow |
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| BENCHMARK | LL.5. | Students understand and apply the characteristics of language. |
| GRADE LEVEL EXPECTATION | | Vocabulary Acquisition and Use |
| INDICATOR | LL.5.3. | Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations. Mighty Minutes MM19: I Spy With My Little Eye MM25: Freeze MM46: Strolling Through the Park MM48: Feely Box MM53: Three Rowdy Children MM61: Riddle, Riddle, What Is That? MM62: Where Can He Be? MM63: Going on a Journey MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt |
| CONTENT STANDARD | ND.MTH. | Mathematics and Logical Thinking |
| BENCHMARK GRADE LEVEL | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. Addition as adding to, and subtraction as taking from |
| EXPECTATION | | to, and subtraction as taking from |
| INDICATOR | MTH.2.1. | Recognize that the number of objects can change when they are added or taken away from a group. Mighty Minutes |
| | | MM42: Come Play With Me |

| | | MM51: High in the Tree MM53: Three Rowdy Children |
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| INDICATOR | MTH.2.2. | Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5. |
| | | Mighty Minutes MM42: Come Play With Me MM51: High in the Tree |
| | | MM53: Three Rowdy Children |
| BENCHMARK | MTH.2. | Students begin to develop an understanding of operations and algebraic thinking. |
| GRADE LEVEL EXPECTATION | | Patterns |
| INDICATOR | MTH.2.3. | Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives. Mighty Minutes MM26: Echo Clapping MM36: Body Patterns MM59: Clap the Beat MM65: People Patterns |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Compare measurable attributes |
| INDICATOR | MTH.3.1. | Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something). |
| | | Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size MM75: Busy Bees |
| BENCHMARK | MTH.3. | Students understand measurement and data. |
| GRADE LEVEL EXPECTATION | | Classify objects |
| INDICATOR | MTH.3.3. | Order objects by size and length. Mighty Minutes MM19: I Spy With My Little Eye MM49: A Tree My Size |
| DENCHMARK | BATIL 4 | MM75: Busy Bees |
| BENCHMARK GRADE LEVEL | MTH.4. | Students begin to develop geometric thinking. Identify and describe shapes |
| EXPECTATION | | adminy and accorded chapter |
| INDICATOR | MTH.4.1. | Identifies, draws, builds, and names common two- or three-dimensional shapes. Mighty Minutes |
| | | MM22: Hot or Cold 3-D Shapes MM31: What's Inside the Box? MM33: Thumbs Up MM52: Walk Around the Shapes MM57: Find the Letter Sound MM62: Where Can He Be? MM74: Jack in the Box MM76: Describing Things MM97: Shape Hunt |
| BENCHMARK | MTH.4. | Students begin to develop geometric thinking. |
| GRADE LEVEL EXPECTATION | | Spatial Sense |

| INDICATOR | MTH.4.2. | Use vocabulary to describe or indicate directionality, order, or position of objects. Mighty Minutes MM19: I Spy With My Little Eye MM32: Walk the Line MM38: Spatial Patterns MM62: Where Can He Be? MM86: Listening Story |
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| CONTENT STANDARD | ND.SCI. | Science and Problem Solving |
| BENCHMARK | SCI.1. | Students understand the unifying concepts and processes of science. |
| GRADE LEVEL EXPECTATION | | Consistency and Change |
| INDICATOR | SCI.1.2. | Recognize and inquire about simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet). Mighty Minutes MM67: Let's Stick Together |
| INDICATOR | SCI.1.3. | Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle). Mighty Minutes |
| | | MM08: Clap the Missing Word MM10: Words in Motion MM13: Simon Says MM14: Scat Singing MM16: Nothing, Nothing, Something MM29: Baa, Baa, Black Sheep MM44: Two Plump Armadillos MM45: I'm a Sturdy Oak Tree MM56: I Had a Little Nut Tree MM63: Going on a Journey |
| BENCHMARK | SCI.2. | Students use the process of science inquiry. |
| GRADE LEVEL EXPECTATION | | Scientific Inquiry |
| INDICATOR | SCI.2.2. | Use their five senses to manipulate materials and learn about the environment. Mighty Minutes MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box MM66: Musical Junk MM68: I Have a Secret MM76: Describing Things MM97: Shape Hunt |
| BENCHMARK | SCI.3. | Students understand the basic concepts and principles of physical science. |
| GRADE LEVEL EXPECTATION | | Properties of Matter |
| INDICATOR | SCI.3.1. | Use words to identify, describe, and compare objects based on physical characteristics. Mighty Minutes MM10: Words in Motion MM11: What Is My Job? MM19: I Spy With My Little Eye MM31: What's Inside the Box? MM48: Feely Box |

| | | MM49: A Tree My Size MM61: Riddle, Riddle, What Is That? MM68: I Have a Secret MM76: Describing Things MM94: Old MacDonald MM97: Shape Hunt |
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| INDICATOR | SCI.3.2. | Observe and describe the physical properties of materials (e.g., liquids or solids found in the everyday environment). Mighty Minutes MM31: What's Inside the Box? MM39: Let's Pretend MM48: Feely Box MM49: A Tree My Size MM67: Let's Stick Together MM68: I Have a Secret MM97: Shape Hunt |
| CONTENT STANDARD | ND.SS. | Social Studies |
| BENCHMARK | SS.4. | Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. |
| GRADE LEVEL EXPECTATION | | Citizenship |
| INDICATOR | SS.4.1. | Share responsibility for caring for their environment (e.g., cleaning, recycling). Mighty Minutes MM69: The Litter Monster MM71: Recycle Song |