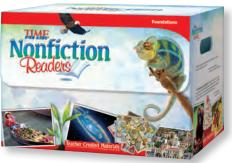
# Teacher Created Materials

# CDE DRDP (2015) Preschool Measures Alignment











Both Teacher Created Materials early childhood resources and the California Department of Education's Desired Results Developmental Profile [DRDP (2015)] are based on a strong foundation of research on the developmental and academic needs of young learners. As a result, these early childhood resources provide a strong alignment to the DRDP.

This brochure illustrates the DRDP alignment with these specific Teacher Created Materials early childhood products:

- **▶** Early Childhood Themes
- ▶ TIME For Kips® Nonfiction Readers
  - ✔ Foundations
  - ✔ Foundations Plus

- Targeted Phonics
  - ✓ My First Consonants and Vowels
  - ✓ More Consonants, Blends, and Digraphs
  - ✓ Short Vowel Rimes

All of these products support the DRDP in two ways:

- ▶ They provide a wealth of engaging activities, during which children's developmental levels can be observed and documented using the DRDP scales.
- ▶ They provide direct instruction in the academic areas of the DRDP.

The DRDP includes 58 measures, grouped into eight domains. "The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs." \* The list below shows the domain names and their abbreviations. The numbers in parentheses indicate the number of measures in each domain.

Domain	Abbreviated Domain Name	No. of Measures
Approaches to Learning—Self-Regulation	ATL-REG	(7)
Social and Emotional Development	SED	(5)
Language and Literacy Development	LLD	(10)
English Language Development	ELD	(4)
Cognition, including Math and Science	COG	(11)
Physical Development—Health	PD-HLTH	(10)
History—Social Science	HSS	(5)
Visual and Performing Arts	VPA	(4)

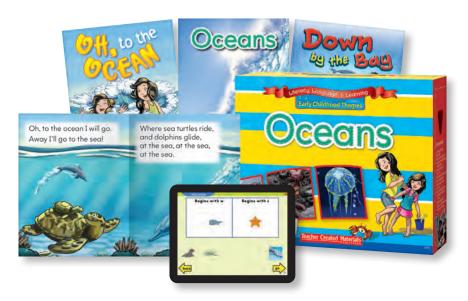
Progress in the DRDP domains is evaluated by teacher observation and recorded using the DRDP continuums. The Teacher Created Materials early childhood product alignments that follow show which particular knowledge, skills, or behaviors from the domains are likely to be observed when using each product. Additionally, many of the academic areas are directly taught in the lessons. On the alignments that follow:

- ✓ = An observable behavior likely to be exhibited
- = A knowledge, skill, or behavior directly addressed during the unit or lesson

<sup>\*(</sup>DRDP 2015: A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View. August 1, 2015. California Department of Education, Intro, p. 3 of 16)

# Early Childhood Themes

Support your youngest learners with engaging, developmentally appropriate learning experiences and cross-curricular connections! Each appealing kit includes three types of books, a teacher's guide, vocabulary concept cards, and digital resources to provide a comprehensive curriculum around a theme.



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Me								, с,,	ILDII	UUL	, ,,,,,	IVILS	•						
All About Me	Animals	Building Things	Colors	Families	Feelings	Five Senses	Health & Safety	My Body	My Community	My Country	Numbers	Oceans	Plants	School	Shapes	Space	Time	Transportation	Weather
•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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~				~	V	•		~	~		•			~	•	•	•		•
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~	~	<b>V</b>	<b>V</b>	~	~	<b>V</b>	~	<b>V</b>	~	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	~	~
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# Early Childhood Themes (cont.)

	Co	rre	ati	ons																
								EARL	ү сн	ILDH	1001	) THI	EME:	5						
DRDP MEASURES	All About Me	Animals	Building Things	Colors	Families	Feelings	Five Senses	Health & Safety	My Body	My Community	My Country	Numbers	Oceans	Plants	School	Shapes	Space	Time	Transportation	Weather
COG																				
1 Spatial Relationships	V	~	~		~		~	~		V	•	~	V		V		~	~	V	
2 Classification		V	V	V	V	V	~	~		V	~	V	V	V	V	V	V			•
3 Number Sense of Quantity	V	~	~	~	~	~	~	~	~	~	~	~	~	~	V	V	~	~	~	~
4 Number Sense of Math Operations	V	V	V		~	~	V	~	~	~	V	V	V	~	V	V	V	~	~	~
5 Measurement	V	~	~	~	~	~	~		~	~	~	~	~	~		V	~	~	~	~
6 Patterning	V		V	~	~	~	~	~		~	~	~		~	V		~	~	~	
7 Shapes	V	~	~		~		~	~		~	~	~	~		V	V	~	~	~	
8 Cause and Effect			~			~	~					~	V				~	~	~	
9 Inquiry Through Observation and Investigation	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
10 Documentation of Observation	V	V	~	V	V				~			V		~	V		V	~	~	~
11 Knowledge of the Natural World	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
PD-HLTH																				
1 Perceptual-Motor Skills and Movement Concepts	V	~	~	~	~	~		~		•		~	~	•	~	•			<b>V</b>	~
2 Gross Locomotor Movement Skills	V	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	<b>V</b>	~
3 Gross Motor Manipulative Skills	~	~	~	~	•		•		~	•	~	~	~	~	~	•			~	~
4 Fine Motor Manipulative Skills	V	~	~	~	~	~	~	~	~	~	~	~	~	~	V	V	~	~	~	~
5 Safety	V	~	~			~	~	~	~	~			~						~	~
6 Personal Care Routines: Hygiene	V							~	~											
7 Personal Care Routines: Feeding	V				~		~	~	~											
8 Personal Care Routines: Dressing	V				~				~											~
9 Active Physical Play	~		~					~	~	~					~					
10 Nutrition	V			~			~	~	~					~			~			
HSS																				
1 Sense of Time	~			~		~	~		~		~	~			~			~		~
2 Sense of Place	~	~	~	~	~	~	~	~		~	~	~	~	~	~	~	~	~	~	~
3 Ecology		~		~		~		~	~	~	~	~	~	~		~	~	~		~
4 Conflict Resolution	•	~	~	•	~	~	•	~		~	•	•	•	•	•	~	~		•	•
5 Responsible Conduct as a Group Member	~	~		•	~		•		~	~	~				~					
VPA																				
1 Visual Art	~	~	~	V	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Music	~	V	V	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
3 Drama		~				~		~		~		~		~	~				~	~
4 Dance	V	~	V		1	1	1	~	~	V	1	~	1	~	V	V	V	V	~	1

<sup>✓ =</sup> An observable behavior likely to be exhibited

<sup>● =</sup> A knowledge, skill, or behavior directly addressed during the unit or lesson



# Nonfiction Readers: Foundations

Grouped by content-area themes, these leveled nonfiction reader kits encourage early learners to develop a love of reading! Delightful content including wordless books and Interactiv-eBooks, dynamic lessons, and audio/video resources build fluency and comprehension.



	Corr	elat	ions												
				TIME	For Ki	os® <b>NC</b>	NFICT	ION RI	EADER	S: FOU	JNDAT	IONS			
	Les	ssons	1-3	Les	ssons	4-6	Les	sons	7-9	Less	ons 1	0-12	Less	ons 1	3-15
						1									
	Pushes and Pulls	What the Sun Can Do	Changing Weather	Grand Old Flag	America's Eagle	Mountain of Presidents	Always Growing: Hair	Always Growing: Fruit	Always Growing: Skin	Birds and Bugs	How Many Toys?	My Birthday Party	Using Good Manners	Rules at School	Being a Good Citizen
DRDP MEASURES	۵	>	U	G	⋖	2	∢	⋖	⋖	ω	I	2	)	~	Δ.
ATL-REG  1 Attention Maintenance															
2 Self-Comforting															
3 Imitation															
4 Curiosity and Initiative in Learning															
5 Self-Control of Feelings and Behavior															
6 Engagement and Persistence					•										
7 Shared Use of Space and Materials															
SED															
1 Identity of Self in Relation to Others							~		~		~	~	~	~	~
2 Social and Emotional Understanding			V		V				V				V	V	V
3 Relationships and Social Interactions with Familiar Adults							~		~				~	~	
4 Relationships and Social Interactions with Peers												V	V	V	
5 Symbolic and Sociodramatic Play	V	~			V			~				~	~	V	V
LLD															
1 Understanding of Language (Receptive)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Responsiveness to Language	V	~	~	V	~	~	V	~	~	~	~	~	V	~	V
3 Communication and Use of Language (Expressive)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
4 Reciprocal Communication and Conversation	~	~	~	V	~	~	V	~	~	~	~	~	V	~	V
5 Interest in Literacy	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
6 Comprehension of Age-Appropriate Text	V	~	~	V	~	~	V	~	~	~	~	~	V	~	V
7 Concepts About Print	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
8 Phonological Awareness	V	~	~	V	~	~	V	~	~	~	~	~	V	~	V
9 Letter and Word Knowledge	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
10 Emergent Writing	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
<ul> <li>✓ = An observable behavior likely to be ex</li> <li>■ = A knowledge, skill, or behavior directly</li> </ul>			during	the u	nit or	lesson									

# Foundations (cont.)

	Cori	relat	tions	;											
				TIME	For K	os® NC	NFICT	ION R	EADER	S: FO	JNDAT	TIONS			
	Le	ssons	1-3	Le	ssons	4-6	Le	ssons	7-9	Less	ons 1	0-12	Les	sons 1	3-15
DRDP MEASURES	Pushes and Pulls	What the Sun Can Do	Changing Weather	Grand Old Flag	America's Eagle	Mountain of Presidents	Always Growing: Hair	Always Growing: Fruit	Always Growing: Skin	Birds and Bugs	How Many Toys?	My Birthday Party	Using Good Manners	Rules at School	Being a Good Citizen
ELD															
1 Comprehension of English (Receptive English)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Self-Expression in English (Expressive English)	~	~	~	V	V	V	~	~	V	V	V	V	~	~	V
3 Understanding and Response to English Literature Activities	~	~	~	V	V	V	V	~	V	V	~	~	V	~	V
4 Symbol, Letter, and Print Knowledge in English	~	~	~	~	~	V	~	~	V	~	~	~	~	~	V
COG															
1 Spatial Relationships	~			~		V					~				
2 Classification	~		~	~		V		~		~	~	~			
3 Number Sense of Quantity				~				~		~	~	~		~	
4 Number Sense of Math Operations				~						~		~			
5 Measurement					V	~	V				~				
6 Patterning				~						~	~				
7 Shapes				~											
8 Cause and Effect	~	~	~		V	V	V	~	V	~		~	~	~	V
9 Inquiry Through Observation and Investigation	~	~	~	~	~	V	V	~	V	~	~				V
10 Documentation and Communication of Inquiry	~	~	~	~	~	V	~	~	V	~	~				V
11 Knowledge of the Natural World	~	~	~	~	~	V	~	~	V	~			~		V
PD-HLTH															
1 Perceptual-Motor Skills and Movement Concepts	~	~			V			~			~	~		~	
2 Gross Locomotor Movement Skills	~	~			~			~				~			
3 Gross Motor Manipulative Skills	~														
4 Fine Motor Manipulative Skills	~	~	~	~	~	V	V	~	V	~	~	~	~	~	V
5 Safety	~	~	~						V						
6 Personal Care Routines: Hygiene							V		V				~		
7 Personal Care Routines: Feeding													~		
8 Personal Care Routines: Dressing		~	~												
9 Active Physical Play	~				~			~			~	~		~	
10 Nutrition															
HSS															
1 Sense of Time		~	~	~	~	~	~	<b>V</b>	~		~	~			~
2 Sense of Place		~		V	V	V		V	~		~	~	~	~	V
3 Ecology 4 Conflict Negatiation			V		-					V			.,		V
4 Conflict Negotiation 5 Responsible Conduct as a Group Member	V										~	V	V	V	V
VPA															
1 Visual Art	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
2 Music				~						~					
3 Drama	V													V	
4 Dance		~			~			~				~			
✓ = An observable behavior likely to be ex	hibited			I						I					
<ul><li>= A knowledge, skill, or behavior directl</li></ul>			during	the u	nit or	lesson									



# Nonfiction Readers: Foundations Plus

Grouped by content-area themes, these leveled nonfiction kits encourage early learners to develop a love of reading! Delightful content including wordless books and Interactiv-eBooks, dynamic lessons, and audio/video resources build fluency and comprehension.



	Corr	elat	tions												
			TI	ME Fo	r <b>K</b> ıds®	NONE	ICTIOI	V REA	DERS:	FOUNI	DATIO	NS PL	US		
	Le	ssons	1-3	Le	ssons	4-6	Les	sons	7-9	Less	ons 1	0-12	Les	sons 1	3-15
DRDP MEASURES	Good Work: Plant Life	Good Work: Our Earth	Good Work: Simple Tools	Use Math: Describe It	Use Math: Compare It	Use Math: Group It	Workers at My School	Workers in My City	Workers Who Take Care of Me	Marvelous Me: My Hands	Marvelous Me: My Feet	Marvelous Me: My Face	Good for Me: Healthy Food	Good for Me: Play and Exercise	Good for Me: Love
ATL-REG															
1 Attention Maintenance	•		•		•	•	•	•	•	•	•				•
2 Self-Comforting															~
3 Imitation															
4 Curiosity and Initiative in Learning	•		•			•								•	
5 Self-Control of Feelings and Behavior															~
6 Engagement and Persistence			•			•									
7 Shared Use of Space and Materials															
SED  1 Identity of Self in Relation to Others															_
2 Social and Emotional Understanding												V			V
3 Relationships and Social Interactions with Familiar Adults							~								~
4 Relationships and Social Interactions with Parimal Addits												V			~
5 Symbolic and Sociodramatic Play															
LLD															
1 Understanding of Language (Receptive)	V	~	~	~	V	V	~	~	V	~	V	~	V	V	~
2 Responsiveness to Language	V	V	V	V	V	V	V	V	V	~	V	V	V	V	V
3 Communication and Use of Language (Expressive)	V	V	~	V	V	V	V	V	V	~	V	~	V	V	~
4 Reciprocal Communication and Conversation	V	V	V	V	V	V	V	V	V	~	V	V	V	V	V
5 Interest in Literacy	V	~	V	V	V	V	V	~	V	~	~	~	V	V	~
6 Comprehension of Age-Appropriate Text	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
7 Concepts About Print	V	~	V	~	V	V	V	V	V	~	V	~	V	V	~
8 Phonological Awareness	V	V	V	V	V	V	V	V	V	~	V	V	V	V	V
9 Letter and Word Knowledge	V	~	~	~	V	V	~	~	~	~	~	~	~	V	~
10 Emergent Writing	V	V	V	V	V	V	V	V	V	~	V	V	V	V	V

= A knowledge, skill, or behavior directly addressed during the unit or lesson



# Foundations Plus (cont.)

	Cori	rela	tions												
			TI	ME Fo	r <b>K</b> ıds®	NON	ΙΟΤΙΟΙ	V REA	DERS:	FOUNI	DATIO	NS PL	US		
	Le	ssons	1-3	Le	ssons	4-6	Les	sons	7-9	Less	ons 1	0-12	Less	sons 13	3-15
DRDP MEASURES	Good Work: Plant Life	Good Work: Our Earth	Good Work: Simple Tools	Use Math: Describe It	Use Math: Compare It	Use Math: Group It	Workers at My School	Workers in My City	Workers Who Take Care of Me	Marvelous Me: My Hands	Marvelous Me: My Feet	Marvelous Me: My Face	Good for Me: Healthy Food	Good for Me: Play and Exercise	Good for Me: Love
ELD															
1 Comprehension of English (Receptive English)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Self-Expression in English (Expressive English)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
3 Understanding and Response to English Literature Activities	~	~	~	~	~	~	~	~	V	~	~	~	~	~	~
4 Symbol, Letter, and Print Knowledge in English	~	~	~	~	V	~	~	~	~	~	~	~	~	~	~
COG															
1 Spatial Relationships				~	V		~				~		~		
2 Classification				~	V	~	~	~	V			~			
3 Number Sense of Quantity						~		~				~		~	
4 Number Sense of Math Operations															
5 Measurement	~			~	~										
6 Patterning	~		~		V	~									
7 Shapes													~		
8 Cause and Effect	~	~	~				~	~	~	~	~	~		~	
9 Inquiry Through Observation and Investigation	~	~	~	~		~		~				~		~	
10 Documentation and Communication of Inquiry	~	~	~	~		~		~				~		~	
11 Knowledge of the Natural World	~	~	~	~				~		~	~	~	~		~
PD-HLTH															
1 Perceptual-Motor Skills and Movement Concepts			~	~	~					~	~			~	
2 Gross Locomotor Movement Skills			~	~	~						~			~	
3 Gross Motor Manipulative Skills			~							~	~			~	
4 Fine Motor Manipulative Skills	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
5 Safety			~					~	V						
6 Personal Care Routines: Hygiene									V	~					
7 Personal Care Routines: Feeding									V	~			~		
8 Personal Care Routines: Dressing									V	~					
9 Active Physical Play			~	~	~				V		~			~	
10 Nutrition										~			~		
HSS															
1 Sense of Time	~						~	~	V						~
2 Sense of Place		~					~	~	~		~				~
3 Ecology	~	~											~		
4 Conflict Negotiation									~						~
5 Responsible Conduct as a Group Member		~					~	V	~					~	~
VPA															
1 Visual Art	~	~	~	<b>V</b>	~	V	~	V	~	~	~	V	~	~	V
2 Music					~					~					
3 Drama															
4 Dance	la He M			<b>V</b>	~					~					
<ul> <li>✓ = An observable behavior likely to be ex</li> <li>■ = A knowledge, skill, or behavior direct</li> </ul>			during	the u	nit or	lesson									



# Targeted Phonics: My First Consonants and Vowels

Provide opportunities for teaching early reading skills and build a basic understanding of phonics to develop literacy. Each kit includes lesson plans designed for differentiated instruction, with colorful books, multimodal student activities, and digital resources that young children will love!



		Co	rrel	ati	ons																
					TARC	ETE	D PH	ONIC	S: M	Y FIF	RST C	ONS	ONA	NTS	AND	VO	NELS	5			
DRDP MEASURES	My B Words	My C Words	My D Words	My F Words	My G Words	My H Words	My J Words	My K Words	My L Words	My M Words	My N Words	My P Words	My R Words	My S Words	My T Words	My W Words	My Short A Words	My Short E Words	My Short I Words	My Short O Words	My Short U Words
ATL-REG																					
1 Attention Maintenance	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•		•	•
2 Self-Comforting																					
3 Imitation																					
4 Curiosity and Initiative in Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•		•	•
5 Self-Control of Feelings and Behavior																					
6 Engagement and Persistence	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
7 Shared Use of Space and Materials	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•		•	•
SED																					
1 Identity of Self in Relation to Others																					
2 Social and Emotional Understanding																					
3 Relationships and Social Interactions with Familiar Adults																					
4 Relationships and Social Interactions with Peers											~					~		~			
5 Symbolic and Sociodramatic Play															V						
LLD																					
1 Understanding of Language (Receptive)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Responsiveness to Language	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
3 Communication and Use of Language (Expressive)	~	V	~	~	~	~	V	~	~	V	V	~	V	V	~	~	~	~	~	~	~
4 Reciprocal Communication and Conversation	~	~	~	~	~	~	~	V	~	~	~	~	~	~	~	~	~	~	~	~	~
5 Interest in Literacy	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
6 Comprehension of Age-Appropriate Text	~	~	~	~	~	~	~	V	~	~	~	~	~	~	~	~	~	~	~	~	~
7 Concepts About Print	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
8 Phonological Awareness	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	•	~	~
9 Letter and Word Knowledge	~	~	~	~	~	~	V	~	~	~	~	~	~	~	~	~	~	~	~	~	~
10 Emergent Writing	~	V	~	~	~	~	V	~	~	~	~	~	~	~	<b>V</b>	~	~	~	<b>v</b>	~	~
<ul> <li>✓ = An observable behavior likely to</li> <li>■ = A knowledge, skill, or behavior of</li> </ul>				ed du	uring	the	unit	or le	sson												



# My First Consonants and Vowels (cont.)

		Coi	rrel	ati	ons																
					TARG	ETE	D PH	ONIC	S: M	Y FIF	RST C	ONS	ONA	NTS	AND	VO	NELS	5			
DRDP MEASURES	My B Words	My C Words	My D Words	My F Words	My G Words	My H Words	My J Words	My K Words	My L Words	My M Words	My N Words	My P Words	My R Words	My S Words	My T Words	My W Words	My Short A Words	My Short E Words	My Short I Words	My Short O Words	My Short U Words
ELD																					
1 Comprehension of English (Receptive English)	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	~
2 Self-Expression in English (Expressive English)	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	~
3 Understanding and Response to English Literature Activities	V	V	V	V	V	V	V	V	V	V	~	V	V	V	V	V	V	V	V	V	V
4 Symbol, Letter, and Print Knowledge in English	~	V	V	V	V	V	V	~	V	V	~	V	V	V	V	V	V	~	V	V	V
COG																					
1 Spatial Relationships																					
2 Classification																					
3 Number Sense of Quantity			V																		
4 Number Sense of Math Operations																					
5 Measurement																					
6 Patterning																					
7 Shapes																					
8 Cause and Effect																					
9 Inquiry Through Observation and Investigation																					
10 Documentation and Communication of Inquiry																					
11 Knowledge of the Natural World																					
PD-HLTH																					
1 Perceptual-Motor Skills and Movement Concepts	V		V	V				V	V	V			V			V			V		V
2 Gross Locomotor Movement Skills	V		V		V			V	V	V			V		V	V	V		V		V
3 Gross Motor Manipulative Skills						V															
4 Fine Motor Manipulative Skills	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
5 Safety																					
6 Personal Care Routines: Hygiene																					
7 Personal Care Routines: Feeding																					
8 Personal Care Routines: Dressing																					
9 Active Physical Play			V										~								
10 Nutrition																					
HSS																					
1 Sense of Time																				~	
2 Sense of Place																					
3 Ecology																					
4 Conflict Negotiation																					
5 Responsible Conduct as a Group Member																					
VPA																					
1 Visual Art	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Music																					
3 Drama					~	~						~	~	~			~			~	~
4 Dance																					
<ul><li>✓ = An observable behavior likely to behavior di</li><li>■ = A knowledge, skill, or behavior di</li></ul>				ed du	uring	the	unit	or le	sson												



# Targeted Phonics: More Consonants, Blends, and Digraphs

Provide opportunities for teaching early reading skills and build a basic understanding of phonics to develop literacy. Each kit includes lesson plans designed for differentiated instruction, with colorful books, multimodal student activities, and digital resources that young children will love!



			Co	rre	lati	ons															
				TA	RGE	TED F	HON	ICS: I	MOR	E COI	vson	IANT.	S, BL	ENDS	, AN	D DIG	GRAP	HS			
	ds	g	qs	qs	s s	rds	rds	rds	rds	g	rds	rds	ds	.ds	rds	gg	gg	rds	Words	rds	My WH Words
	Q Words	V Words	My X Words	My Y Words	Z Words	BL Words	BR Words	Words	CR Words	My FL Words	My FR Words	GR Words	PL Words	SL Words	My SN Words	SP Words	ST Words	CH Words	8	My TH Words	Š
	0	>	×	>	7 2	BL	BR	ᆸ	R	교	뚠	GR	PL	S	SN	SP	ΓZ	끙	SH	푸	∣≱
DRDP MEASURES	Σ	ž	M	Σ	ž	Σ	Σ	Σ	Σ	Σ	ž	ΜŠ	Σ	ž	Σ	Σ	Σ	ξ	Σ	Σ	Ž
ATL-REG																					
1 Attention Maintenance	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
2 Self-Comforting																					
3 Imitation																					
4 Curiosity and Initiative in Learning	•	•		•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•
5 Self-Control of Feelings and Behavior																					
6 Engagement and Persistence	•	•		•	•	•		•	•	•	•		•	•	•	•	•	•	•	•	•
7 Shared Use of Space and Materials	•	•			•			•			•			•		•	•	•	•	•	•
SED																					
1 Identity of Self in Relation to Others																					
2 Social and Emotional Understanding																					
3 Relationships and Social Interactions with Familiar Adults																					
4 Relationships and Social Interactions with Peers		~											~		~				~		
5 Symbolic and Sociodramatic Play																					
LLD																					
1 Understanding of Language (Receptive)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Responsiveness to Language	~	~	~	<b>V</b>	~	~	~	~	~	~	~	~	<b>V</b>	~	~	~	~	~	~	~	~
3 Communication and Use of Language (Expressive)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
4 Reciprocal Communication and Conversation	~	~	~	~	~	~	~	~	~	~	~	~	~	V	~	V	V	~	~	V	~
5 Interest in Literacy	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	V	~
6 Comprehension of Age-Appropriate Text	~	~	~	V	~	~	~	~	V	~	~	~	~	V	V	V	~	V	~	V	V
7 Concepts About Print	~	~	~	~	~	~	~	~	~	~	~	~	~	V	~	~	~	~	~	V	V
8 Phonological Awareness	~	~	V	V	~	~	~	~	V	~	~	V	~	V	V	V	~	V	~	V	V
9 Letter and Word Knowledge	~	~	~	~	~	~	~	~	~	~	~	~	~	V	~	~	~	~	~	V	~
10 Emergent Writing	1	1	1	1	1	1	1	1	1	.1	1	1	1	1	1	1	1	.1	1	1	1

• = Observation—those objectives which can be evaluated through observation



# More Consonants, Blends, and Digraphs (cont.)

			Co	rre																	
		ı	1	TA 	RGE	TED P	HON	ICS: I	MORI 	E COI	VSON	IANT	S, BL	ENDS 	, AN	D DIO	GRAP 	HS			1
	Q Words	My V Words	My X Words	My Y Words	My Z Words	BL Words	BR Words	CL Words	My CR Words	My FL Words	My FR Words	My GR Words	My PL Words	SL Words	My SN Words	My SP Words	ST Words	CH Words	SH Words	My TH Words	
DRDP MEASURES	Σ	Σ	Σ	Σ	Σ	Μ̈	ΜŽ	Σ	Σ	Σ	My	Σ	Σ	ž	Σ	Σ	Σ	Σ	Σ	Σ	
ELD																					T
1 Comprehension of English (Receptive English)	V	V	V	V	V	~	~	V	V	~	V	~	V	V	~	V	V	V	V	~	ı
2 Self-Expression in English (Expressive English)	V	V	~	V	V	~	V	V	~	~	~	V	V	~	V	V	V	~	~	V	Ī
3 Understanding and Response to English Literature Activities	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	
4 Symbol, Letter, and Print Knowledge in English	V	V	~	~	~	~	~	~	~	~	~	~	~	~	~	~	V	~	~	V	T
COG																					ı
1 Spatial Relationships 2 Classification														~							I
3 Number Sense of Quantity																					1
4 Number Sense of Math Operations																					
5 Measurement																					1
6 Patterning							V														
7 Shapes																					1
8 Cause and Effect																					
9 Inquiry Through Observation and Investigation																					1
10 Documentation and Communication of Inquiry																					1
11 Knowledge of the Natural World																					1
D-HLTH																					
1 Perceptual-Motor Skills and Movement Concepts					V																1
2 Gross Locomotor Movement Skills					V			V		V		V	V						V		
3 Gross Motor Manipulative Skills					Ť	V		Ť				•									1
4 Fine Motor Manipulative Skills	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	ı
5 Safety																•		•			1
6 Personal Care Routines: Hygiene																					
7 Personal Care Routines: Feeding																					1
8 Personal Care Routines: Dressing																					i
9 Active Physical Play												V	V						~		1
10 Nutrition																					ı
ISS																					1
1 Sense of Time								V													
2 Sense of Place																					1
3 Ecology																					İ
4 Conflict Negotiation																					Ī
5 Responsible Conduct as a Group Member																					
PA																					1
1 Visual Art	V	V	V	~	V	~	~	V	~	~	~	~	~	V	~	~	V	~	~	~	
2 Music																					
3 Drama				~		~			~					V	~	~	V				
4 Dance																					1

<sup>=</sup> Observation—those objectives which can be evaluated through observation

# **Targeted Phonics: Short Vowel Rimes**

Provide opportunities for teaching early reading skills and build a basic understanding of phonics to develop literacy. Each kit includes lesson plans designed for differentiated instruction, with colorful books, multimodal student activities, and digital resources that young children will love!



		Co	rrel	atic	ons													
						TARG	GETED	PHO	NICS:	SHOR	T VO	WEL R	IMES					
DRDP MEASURES	Wag!	The Man Can	A Nap	A Cat and a Hat	Big Pig	I Win!	The Tip	Hit It!	Мор Нор	Hot!	Ten Hens	Wet Pet	Hug a Bug	We Like Nuts	What Can You Do?	What Do You Have?	What Can You Get?	Where Is It?
ATL-REG																		
1 Attention Maintenance	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
2 Self-Comforting																		
3 Imitation																		
4 Curiosity and Initiative in Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
5 Self-Control of Feelings and Behavior																		
6 Engagement and Persistence	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
7 Shared Use of Space and Materials	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SED																		
1 Identity of Self in Relation to Others						~												
2 Social and Emotional Understanding						~	~		~				~	~				
3 Relationships and Social Interactions with Familiar Adults																		
4 Relationships and Social Interactions with Peers	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
5 Symbolic and Sociodramatic Play	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
LLD																		
1 Understanding of Language (Receptive)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Responsiveness to Language	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
3 Communication and Use of Language (Expressive)	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
4 Reciprocal Communication and Conversation	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
5 Interest in Literacy	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
6 Comprehension of Age-Appropriate Text	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
7 Concepts About Print	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
8 Phonological Awareness	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
9 Letter and Word Knowledge	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~

<sup>=</sup> Observation—those objectives which can be evaluated through observation

# **Short Vowel Rimes** (cont.)

		Co	rre	atic	ons													
				G C C		TARG	ETED	PHO	NICS:	SHOR	T VO	WEL F	RIMES					
DRDP MEASURES	Wag!	The Man Can	A Nap	A Cat and a Hat	Big Pig	I Win!	The Tip	Hit Iti	Мор Нор	Hot!	Ten Hens	Wet Pet	Hug a Bug	We Like Nuts	What Can You Do?	What Do You Have?	What Can You Get?	Where Is It?
10 Emergent Writing	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
ELD									•									
1 Comprehension of English (Receptive English)	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
2 Self-Expression in English (Expressive English)	~	~	~	V	~	~	~	V	~	V	V	~	V	V	~	~	~	~
3 Understanding and Response to English Literature	V	~	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
Activities									Ť									
4 Symbol, Letter, and Print Knowledge in English	V	~	~	~	V	V	~	~	~	~	~	~	~	~	~	~	~	~
COG																		
1 Spatial Relationships											~							
2 Classification																V		
3 Number Sense of Quantity											~			~		~		
4 Number Sense of Math Operations														V		V		
5 Measurement																		
6 Patterning																		
7 Shapes																		
8 Cause and Effect						V	V	V	~	V		V		V			V	
9 Inquiry Through Observation and Investigation										~								
10 Documentation and Communication of Inquiry																		
11 Knowledge of the Natural World							~	~		~								
PD-HLTH																		
1 Perceptual-Motor Skills and Movement Concepts	V	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Gross Locomotor Movement Skills	V	~		~	V	V	~	~	~	~	~	~	~	~	~	~	~	~
3 Gross Motor Manipulative Skills					~		~							~			~	
4 Fine Motor Manipulative Skills	V	~	~	V	V	V	V	V	~	V	V	V	V	V	V	V	~	~
5 Safety							~											
6 Personal Care Routines: Hygiene																		
7 Personal Care Routines: Feeding																		
8 Personal Care Routines: Dressing																		
9 Active Physical Play	V	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
10 Nutrition																		
HSS																		
1 Sense of Time																		
2 Sense of Place								~				~						
3 Ecology																		
4 Conflict Negotiation														~				
5 Responsible Conduct as a Group Member					~	~	~	~	~	~	~	~	~	~	~	~	~	~
VPA																		
1 Visual Art	~	~		~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
2 Music																~		
3 Drama	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
4 Dance	1	1	1	~	~	1		1	l	1			1					