

**Correlation of the *Happily Ever After* Pre-Kindergarten Level to
Pennsylvania Learning Standards for Early Childhood (2014)**

<i>Pennsylvania Learning Standards for Early Childhood (2014)</i>	<i>Happily Ever After Unit and Page Numbers from the Teacher's Guides</i>
APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE	
AL.1 Constructing and Gathering Knowledge	
Big Ideas: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning.	
Essential Questions: What strategies can be used to gather information? What can I learn from my everyday experiences, including play?	
AL.1 PK.A Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	Unit 1: <i>Little Red Riding Hood</i> p. 42 Unit 2: <i>The Three Bears</i> p. 62 Unit 3: <i>La Tortuga</i> pp. 15, 29 Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 60 Unit 6: <i>The Nightingale</i> pp. 49, 59, 77 Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8, 16 Unit 8: <i>The Tug of War</i> pp. 47, 57 Unit 9: <i>Peter and the Wolf</i> pp. 8, 17, 39 Unit 10: <i>ABC Book</i> pp. 47, 55, 56
AL.1 PK.B Demonstrate a willingness to participate in new and challenging experiences.	Unit 1: <i>Little Red Riding Hood</i> pp. 9–10, 12–15, 17–19, 21–23 Unit 2: <i>The Three Bears</i> pp. 49–50, 52–54, 56–58, 60–62 Unit 3: <i>La Tortuga</i> pp. 7–8, 10–11, 13–15, 17–19 Unit 4: <i>The Elves and the Shoemaker</i> pp. 43–44, 46–48, 50–51, 53–54 Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 7–8, 10–13, 15–17, 19–21 Unit 6: <i>The Nightingale</i> pp. 49–50, 52–55, 57–59, 61–63 Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8–9, 11–13, 15–17, 19–21

	<p>Unit 8: <i>The Tug of War</i> pp. 47–48, 50–53, 55–57, 59–61</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8–9, 11–13, 15–17, 19–21</p> <p>Unit 10: <i>ABC Book</i> pp. 47–48, 50–52, 54–56, 58–60</p>
<p>AL.1 PK.C Engage in complex play sequences with two or more children.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 7, 12, 15, 36, 41</p> <p>Unit 2: <i>The Three Bears</i> pp. 47, 62, 75, 77, 80</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 10, 11, 29, 32, 36</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 46, , 60, 66, 69, 71</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 5, 10, 24, 25, 41</p> <p>Unit 6: <i>The Nightingale</i> pp. 47, 52, 54, 61, 63, 84</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 6, 11, 13, 21, 31, 34, 36, 38, 39</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 50, 52, 59, 67, 75, 80, 81</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 6, 11, 13, 38</p> <p>Unit 10: <i>ABC Book</i> pp. 50, 52, 58, 60, 64, 71, 75, 79</p>
<p>AL.2 Organizing and Understanding Information Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?</p>	
<p>AL.2 PK.A Work toward completing a task, even if challenging, and despite interruptions.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 17, 26</p> <p>Unit 2: <i>The Three Bears</i> pp. 56, 62, 65</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 13, 31</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 48, 50, 57, 62, 63</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 5, 15, 31, 38</p> <p>Unit 6: <i>The Nightingale</i> pp. 57, 63, 67, 69, 81</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 15, 21, 25</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 53, 55, 65, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 13, 15, 21, 27, 33</p>

	<p>Unit 10: ABC Book pp. 45, 54, 63</p>
<p>AL.2 PK.B Independently break simple tasks into steps and complete them one at a time.</p>	<p>Unit 1: Little Red Riding Hood pp. 17, 26</p> <p>Unit 2: The Three Bears pp. 56, 62, 65</p> <p>Unit 3: La Tortuga pp. 5, 13, 31</p> <p>Unit 4: The Elves and the Shoemaker pp. 48, 50, 57, 62, 63</p> <p>Unit 5: Jingles, Poems, and Rhymes pp. 5, 15, 31, 38</p> <p>Unit 6: The Nightingale pp. 57, 63, 67, 69, 81</p> <p>Unit 7: The City Mouse and the Country Mouse pp. 15, 21, 25</p> <p>Unit 8: The Tug of War pp. 45, 53, 55, 65, 72</p> <p>Unit 9: Peter and the Wolf pp. 13, 15, 21, 27, 33</p> <p>Unit 10: ABC Book pp. 45, 54, 63</p>
<p>AL.2 PK.C Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p>	<p>Unit 1: Little Red Riding Hood pp. 18, 26</p> <p>Unit 2: The Three Bears pp. 62, 65</p> <p>Unit 3: La Tortuga pp. 5, 31, 36</p> <p>Unit 4: The Elves and the Shoemaker pp. 41, 48, 57, 63</p> <p>Unit 5: Jingles, Poems, and Rhymes pp. 5, 25, 31, 38</p> <p>Unit 6: The Nightingale pp. 57, 63, 67, 69, 81</p> <p>Unit 7: The City Mouse and the Country Mouse pp. 15, 21, 25</p> <p>Unit 8: The Tug of War pp. 45, 53, 55, 65, 72</p> <p>Unit 9: Peter and the Wolf pp. 13, 15, 21, 27, 33</p> <p>Unit 10: ABC Book pp. 45, 54, 63</p>
<p>AL.2 PK.D Recognize and extend simple patterns.</p>	<p>Unit 1: Little Red Riding Hood pp. 19, 26</p> <p>Unit 2: The Three Bears pp. 58, 75</p> <p>Unit 3: La Tortuga pp. 11, 15, 29</p>

	<p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 59, 71, 72</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 12, 25, 27, 31, 35, 37</p> <p>Unit 6: <i>The Nightingale</i> pp. 65, 67, 73</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 27, 34, 39</p> <p>Unit 8: <i>The Tug of War</i> pp. 67, 71, 74</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 30, 33</p> <p>Unit 10: <i>ABC Book</i> pp. 52, 66, 67, 70, 71, 74</p>
<p>AL.2 PK.E Retain and recall information presented over a short period of time.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 11, 18, 23, 26, 28, 33</p> <p>Unit 2: <i>The Three Bears</i> pp. 50, 53, 62, 64, 68, 69, 77</p> <p>Unit 3: <i>La Tortuga</i> pp. 11, 18, 21, 23, 25</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 47, 48, 56, 57, 59, 63, 65, 71, 72</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 10, 11, 12, 13, 23, 24, 25, 27, 37</p> <p>Unit 6: <i>The Nightingale</i> pp. 53, 54, 55, 62, 63, 65, 66, 73, 84</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 12, 20, 21, 24, 27, 30, 31, 33, 34, 38</p> <p>Unit 8: <i>The Tug of War</i> pp. 50, 52, 53, 60, 63, 64, 68, 80</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 13, 20, 21, 23, 24, 27, 32, 36</p> <p>Unit 10: <i>ABC Book</i> pp. 51, 52, 56, 59, 60, 63, 80</p>
<p>AL.3 Applying Knowledge Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do use what I already know to understand new things? How do I represent new understandings?</p>	
<p>AL.3 PK.A Use music, art, and/or stories to express ideas, thoughts, and feelings.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 25, 39</p> <p>Unit 2: <i>The Three Bears</i> pp. 47, 78</p> <p>Unit 3: <i>La Tortuga</i> pp. 22, 32</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 57, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 5</p>

	<p>Unit 6: <i>The Nightingale</i> pp. 47, 59, 71, 75, 81</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> p. 6</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 65, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 6, 24, 27, 38, 39</p> <p>Unit 10: <i>ABC Book</i> p. 45</p>
<p>AL.3 PK.B Produce and explain the purpose for a new creation.</p>	<p>Unit 2: <i>The Three Bears</i> pp. 62, 65</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 29</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 48, 57, 66, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 5, 38</p> <p>Unit 6: <i>The Nightingale</i> pp. 71, 81</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> p. 25</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 71, 72, 78</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 13, 21, 24, 27</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 64</p>
<p>AL.3 PK.C Use materials and objects to represent new concepts.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 7</p> <p>Unit 2: <i>The Three Bears</i> pp. 47, 62, 65, 75, 80</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 10, 11, 23, 31</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 48, 57, 59, 68</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 5, 10, 11, 12, 13</p> <p>Unit 6: <i>The Nightingale</i> pp. 47, 52, 55, 67, 71, 78</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 12, 25, 34</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 52, 53, 72, 78, 81</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 6, 12, 13, 21, 24, 27, 30</p> <p>Unit 10: <i>ABC Book</i> pp. 51, 60, 64, 67, 71, 75, 80</p>

AL.4 Learning through Experience Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?	
AL.4 PK.A Relate knowledge learned from one experience to a similar experience in a new setting.	Unit 1: <i>Little Red Riding Hood</i> pp. 15 Unit 2: <i>The Three Bears</i> pp. 49, 53, 62 Unit 3: <i>La Tortuga</i> pp. 7, 14, 23 Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 46, 48, 59, 68 Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 7, 12, 17, 28 Unit 6: <i>The Nightingale</i> pp. 49, 54, 59 Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8, 21 Unit 8: <i>The Tug of War</i> pp. 47, 52, 53, 63, 68 Unit 9: <i>Peter and the Wolf</i> pp. 8, 17, 21, 24, 30 Unit 10: <i>ABC Book</i> pp. 51, 56, 60
AL4 PK.B Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	n/a
AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.	Unit 1: <i>Little Red Riding Hood</i> pp. 29, 33, 36 Unit 2: <i>The Three Bears</i> pp. 54, 62, 65, 75 Unit 3: <i>La Tortuga</i> pp. 11, 19, 23, 29 Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 54, 57 Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 25, 41 Unit 6: <i>The Nightingale</i> pp. 63, 75 Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 21, 28, 31, 36 Unit 8: <i>The Tug of War</i> pp. 45, 53, 72 Unit 9: <i>Peter and the Wolf</i> pp. 27, 30, 33, 34 Unit 10: <i>ABC Book</i> pp. 45, 63, 74, 80

LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS	
1.1 Foundational Skills	
Big Idea: Emerging reading involves the use of pictures, symbols, and text to gain information and derive meaning.	
Essential Question: How do I acquire and practice pre-reading skills?	
1.1 PK.A Practice appropriate book handling skills.	<p>Unit 1: <i>Little Red Riding Hood</i> p. 18</p> <p>Unit 2: <i>The Three Bears</i> p. 57</p> <p>Unit 3: <i>La Tortuga</i> pp. 13, 14</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 50, 62</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 15, 16</p> <p>Unit 6: <i>The Nightingale</i> p. 57</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 15, 16</p> <p>Unit 8: <i>The Tug of War</i> pp. 55, 56</p> <p>Unit 9: <i>Peter and the Wolf</i> p. 16</p> <p>Unit 10: <i>ABC Book</i> p. 55</p>
1.1 PK.B Identify basic features of print.	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 20, 21, 22, 23, 24, 27, 34, 37, 40</p> <p>Unit 2: <i>The Three Bears</i> pp. 51, 55, 59, 61, 63, 67, 70, 73, 76, 79</p> <p>Unit 3: <i>La Tortuga</i> pp. 9, 12, 16, 18, 20, 24, 27, 30, 33, 35</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 45, 49, 52, 55, 58, 61, 64, 67, 70</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 6, 9, 14, 18, 19, 20, 21, 22, 26, 29, 33, 36, 39</p> <p>Unit 6: <i>The Nightingale</i> pp. 50, 51, 60, 61, 62, 64, 72, 76, 79, 82</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 10, 14, 18, 19, 20, 21, 22, 29, 32, 35, 37</p> <p>Unit 8: <i>The Tug of War</i> pp. 49, 54, 58, 62, 65, 73, 76, 79</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 7, 10, 14, 18, 19, 20, 25, 28, 31, 35, 37</p> <p>Unit 10: <i>ABC Book</i> pp. 46, 48, 49, 53, 57, 58, 59, 61, 65, 67, 68, 72, 76, 77, 78</p>

<p>1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Unit 3: <i>La Tortuga</i> pp. 6, 9, 12, 16, 20, 24, 27, 30, 33, 35</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 42, 44, 49, 52, 55, 58, 59, 60, 61, 64, 67, 70</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 14, 22, 26, 29, 33, 36, 39</p> <p>Unit 6: <i>The Nightingale</i> pp. 48, 56, 60, 64, 68, 72, 76, 82</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 7, 10, 14, 18, 22, 26, 27, 32, 35, 37</p> <p>Unit 8: <i>The Tug of War</i> pp. 46, 49, 54, 58, 62, 66, 67, 68, 69, 73, 78, 79</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 7, 10, 14, 18, 22, 25, 26, 28, 31, 34, 35, 37</p> <p>Unit 10: <i>ABC Book</i> pp. 46, 47, 49, 50, 51, 52, 53, 56, 57, 60, 61, 65, 66, 68, 71, 72, 73, 75, 76, 78, 79</p>
<p>1.1. PK.D Develop beginning phonics and word skills.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 11, 16, 20, 21, 22, 23, 24, 27, 29, 30, 34, 36, 37</p> <p>Unit 2: <i>The Three Bears</i> pp. 48, 51, 55, 59, 60, 61, 62, 63, 67, 70, 72, 73, 75, 76, 78</p> <p>Unit 3: <i>La Tortuga</i> pp. 6, 9, 12, 16, 17, 18, 19, 24, 27, 30, 32, 33, 34</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 42, 45, 49, 52, 53, 54, 55, 58, 60, 61, 64, 70, 72</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 6, 9, 14, 18, 19, 20, 21, 22, 26, 29, 33, 35, 36, 38</p> <p>Unit 6: <i>The Nightingale</i> pp. 48, 56, 60, 61, 62, 63, 64, 68, 72, 76, 84</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 7, 10, 14, 18, 19, 20, 21, 22, 26, 29, 31, 32, 39</p> <p>Unit 8: <i>The Tug of War</i> pp. 46, 58, 59, 60, 61, 62, 65, 66, 68, 69, 73</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 14, 18, 19, 20, 21, 22, 25, 35, 36, 37</p> <p>Unit 10: <i>ABC Book</i> pp. 46, 47, 49, 53, 57, 58, 59, 61, 65, 76, 77, 78</p>
<p>Emerging to... Read emergent reader text with purpose and understanding.</p>	<p>Unit 3: <i>La Tortuga</i> pp. 9, 12, 16, 24, 27, 30, 33</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 42, 44, 49, 52, 55, 58, 64, 70</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 6, 9, 14, 18, 22, 26, 29, 33, 36</p>

	<p>Unit 6: <i>The Nightingale</i> pp. 48, 50, 56, 60, 64, 68, 72, 76, 79</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 7, 10, 14, 18, 19, 22, 26, 29, 32, 39</p> <p>Unit 8: <i>The Tug of War</i> pp. 46, 58, 59, 61, 68, 69, 73</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 14, 18, 19, 20, 22, 35, 37</p> <p>Unit 10: <i>ABC Book</i> pp. 46, 47, 49, 53, 57, 61, 65, 76, 78</p>
<p>1.2 Reading Informational Text</p> <p>Big Ideas: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>	
<p>1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.</p>	<p><i>Happily Ever After</i> is a literature-based program with the goal of teaching children well-known fairy tales, folktales, fables, legends, poems, and nursery rhymes; therefore informational texts are not presented and studied in detail. There is, however, a page at the beginning of each unit that suggests theme-related nonfiction texts for further reading and comparison.</p>
<p>1.2 PK.B Answer questions about a text.</p>	n/a
<p>1.2 PK.C With prompting and support, make connections between information in a text and personal experience.</p>	n/a
<p>1.2 PK.E Identify the front cover, back cover, and title page of a book.</p>	n/a
<p>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</p>	n/a
<p>1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.</p>	n/a
<p>1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</p>	n/a
<p>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p>	n/a
<p>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</p>	n/a
<p>1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	n/a

<p>1.3 Reading Literature</p> <p>Big Ideas: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>	
<p>1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 25</p> <p>Unit 2: <i>The Three Bears</i> pp. 74, 78</p> <p>Unit 3: <i>La Tortuga</i> p. 32</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> p. 51</p> <p>Unit 6: <i>The Nightingale</i> pp. 77, 81</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 9, 15, 16, 25, 36</p> <p>Unit 8: <i>The Tug of War</i> p. 77</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 36, 38</p> <p>Unit 10: <i>ABC Book</i> p. 77</p>
<p>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 9, 10, 18, 19, 25, 41</p> <p>Unit 2: <i>The Three Bears</i> pp. 49, 50, 57, 58, 64</p> <p>Unit 3: <i>La Tortuga</i> pp. 7, 8, 13, 14, 25</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 44, 50, 51</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 8, 16, 17</p> <p>Unit 6: <i>The Nightingale</i> pp. 49, 50, 58, 77</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8, 9, 15, 16, 36</p> <p>Unit 8: <i>The Tug of War</i> pp. 47, 48, 55, 56, 77</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8, 9, 16, 17, 38, 39</p> <p>Unit 10: <i>ABC Book</i> pp. 48, 55, 77</p>

<p>1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 9, 10, 18, 25, 28, 41 Unit 2: <i>The Three Bears</i> pp. 49, 50, 57, 58, 64, 74 Unit 3: <i>La Tortuga</i> pp. 7, 8, 13, 14, 25 Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 44, 50, 51, 56 Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 8, 16, 17 Unit 6: <i>The Nightingale</i> pp. 49, 50, 58, 77 Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8, 9, 15, 16, 36 Unit 8: <i>The Tug of War</i> pp. 47, 48, 55, 56, 77 Unit 9: <i>Peter and the Wolf</i> pp. 8, 9, 16, 17, 38, 39 Unit 10: <i>ABC Book</i> pp. 48, 55, 77</p>
<p>1.3 PK.D With prompting and support, name the author and illustrator of a story.</p>	<p>n/a</p>
<p>1.3 PK.E With prompting and support, recognize common types of text.</p>	<p>Unit 2: <i>The Three Bears</i> p. 66 Unit 3: <i>La Tortuga</i> pp. 14, 26 Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 5, 7, 16 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 39 Unit 8: <i>The Tug of War</i> p. 56 Unit 10: <i>ABC Book</i> pp. 47, 48</p>
<p>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 10 Unit 2: <i>The Three Bears</i> p. 50 Unit 3: <i>La Tortuga</i> p. 8 Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 44 Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 8 Unit 6: <i>The Nightingale</i> p. 50 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 9</p>

	<p>Unit 8: <i>The Tug of War</i> p. 48</p> <p>Unit 9: <i>Peter and the Wolf</i> p. 9</p> <p>Unit 10: <i>ABC Book</i> pp. 47, 48</p>
<p>1.3 PK.G Describe pictures in books using detail.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 9, 35</p> <p>Unit 2: <i>The Three Bears</i> pp. 49, 57, 58</p> <p>Unit 3: <i>La Tortuga</i> pp. 7, 13</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 50</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 7, 8, 16</p> <p>Unit 6: <i>The Nightingale</i> pp. 49, 57, 58, 77</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8, 9, 15, 16</p> <p>Unit 8: <i>The Tug of War</i> pp. 47, 48, 55, 56, 77</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8, 9, 16, 17</p> <p>Unit 10: <i>ABC Book</i> pp. 47, 48, 55, 77</p>
<p>1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 39</p> <p>Unit 2: <i>The Three Bears</i> pp. 58, 74, 78</p> <p>Unit 3: <i>La Tortuga</i> p. 34</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> p. 69</p> <p>Unit 6: <i>The Nightingale</i> p. 81</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> p. 34</p> <p>Unit 8: <i>The Tug of War</i> pp. 47, 78</p> <p>Unit 10: <i>ABC Book</i> p. 80</p>
<p>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 10</p> <p>Unit 2: <i>The Three Bears</i> p. 50</p> <p>Unit 3: <i>La Tortuga</i> p. 8</p>

	<p>Unit 4: <i>The Elves and the Shoemaker</i> p. 44</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 7, 8</p> <p>Unit 6: <i>The Nightingale</i> pp. 49, 50</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 9</p> <p>Unit 8: <i>The Tug of War</i> pp. 47, 48</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8, 9</p> <p>Unit 10: <i>ABC Book</i> pp. 47, 48</p>
<p>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 10, 29, 31, 32, 33, 35</p> <p>Unit 2: <i>The Three Bears</i> pp. 50, 52</p> <p>Unit 3: <i>La Tortuga</i> pp. 8, 22, 32, 36</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 44, 47</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 8, 32</p> <p>Unit 6: <i>The Nightingale</i> pp. 49, 50, 58</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 9, 15, 16</p> <p>Unit 8: <i>The Tug of War</i> pp. 47, 48, 56</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8, 9, 17</p> <p>Unit 10: <i>ABC Book</i> pp. 47, 48, 55</p>
<p>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 9, 39</p> <p>Unit 2: <i>The Three Bears</i> pp. 49, 57, 66</p> <p>Unit 3: <i>La Tortuga</i> pp. 8, 13, 14, 26</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 50</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 7, 8, 16</p> <p>Unit 6: <i>The Nightingale</i> pp. 49, 50, 58, 77</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8, 9, 15, 16, 25</p>

	<p>Unit 8: <i>The Tug of War</i> pp. 47, 48, 55, 56</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8, 9, 16, 17</p> <p>Unit 10: <i>ABC Book</i> pp. 47, 48, 55</p>
<p>1.4 Writing Big Ideas: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?</p>	
<p>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</p>	<p>Unit 3: <i>La Tortuga</i> p. 15</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 17</p> <p>Unit 6: <i>The Nightingale</i> pp. 51, 59</p>
<p>1.4 PK.B With prompting and support, draw/dictate about one specific topic.</p>	<p>Unit 3: <i>La Tortuga</i> p. 15</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> p. 51</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 17</p> <p>Unit 6: <i>The Nightingale</i> pp. 51, 59</p> <p>Unit 8: <i>The Tug of War</i> p. 57</p> <p>Unit 10: <i>ABC Book</i> p. 56</p>
<p>1.4 PK.C With prompting and support, generate ideas to convey information.</p>	<p>Unit 3: <i>La Tortuga</i> p. 15</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> p. 51</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 17</p> <p>Unit 6: <i>The Nightingale</i> pp. 51, 59</p> <p>Unit 8: <i>The Tug of War</i> p. 57</p> <p>Unit 10: <i>ABC Book</i> p. 56</p>
<p>1.4 PK.D With prompting and support, make logical connections between drawing and dictation.</p>	<p>Unit 4: <i>The Elves and the Shoemaker</i> p. 51</p> <p>Unit 9: <i>Peter and the Wolf</i> p. 38</p>

<p>INFORMATIVE/EXPLANATORY – CONVENTIONS OF LANGUAGE Emerging to... Spell simple words phonetically.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 17 Unit 2: <i>The Three Bears</i> p. 56 Unit 3: <i>La Tortuga</i> p. 13 Unit 4: <i>The Elves and the Shoemaker</i> p. 50 Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 15 Unit 6: <i>The Nightingale</i> p. 57 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 15 Unit 8: <i>The Tug of War</i> p. 55 Unit 9: <i>Peter and the Wolf</i> p. 15 Unit 10: <i>ABC Book</i> p. 54</p>
<p>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 19 Unit 2: <i>The Three Bears</i> p. 58 Unit 3: <i>La Tortuga</i> p. 22 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17 Unit 9: <i>Peter and the Wolf</i> pp. 17, 38</p>
<p>1.4 PK.N Establish “who” and “what” the narrative will be about.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 19 Unit 2: <i>The Three Bears</i> p. 58 Unit 3: <i>La Tortuga</i> p. 22 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17 Unit 9: <i>Peter and the Wolf</i> pp. 17, 38</p>
<p>1.4 PK.O With prompting and support, describe experiences and events.</p>	<p>Unit 3: <i>La Tortuga</i> p. 22 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17 Unit 9: <i>Peter and the Wolf</i> pp. 17, 38</p>

<p>1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.</p>	<p>Unit 3: <i>La Tortuga</i> p. 22 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17 Unit 9: <i>Peter and the Wolf</i> pp. 17, 38</p>
<p>NARRATIVE – CONVENTIONS OF LANGUAGE <i>Emerging to...</i> Spell simple words phonetically.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 17 Unit 2: <i>The Three Bears</i> p. 56 Unit 3: <i>La Tortuga</i> p. 13 Unit 4: <i>The Elves and the Shoemaker</i> p. 50 Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 15 Unit 6: <i>The Nightingale</i> p. 57 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 15 Unit 8: <i>The Tug of War</i> p. 55 Unit 9: <i>Peter and the Wolf</i> p. 15 Unit 10: <i>ABC Book</i> p. 54</p>
<p>1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</p>	<p>Unit 4: <i>The Elves and the Shoemaker</i> p. 51 Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 17 Unit 6: <i>The Nightingale</i> p. 59 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17 Unit 8: <i>The Tug of War</i> p. 57 Unit 9: <i>Peter and the Wolf</i> p. 38</p>
<p>1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 42 Unit 8: <i>The Tug of War</i> p. 57</p>
<p>1.4 PK.W With guidance and support, recall information from experiences or books.</p>	<p>Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17 Unit 9: <i>Peter and the Wolf</i> p. 17 Unit 10: <i>ABC Book</i> p. 45</p>

<p>Emerging to... Write routinely over short time frames.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 19 Unit 2: <i>The Three Bears</i> p. 58 Unit 3: <i>La Tortuga</i> p. 15 Unit 4: <i>The Elves and the Shoemaker</i> p. 51 Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 17 Unit 6: <i>The Nightingale</i> p. 59 Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17 Unit 8: <i>The Tug of War</i> p. 57 Unit 9: <i>Peter and the Wolf</i> p. 17 Unit 10: <i>ABC Book</i> p. 56</p>
<p>1.5 Speaking and Listening Big Ideas: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>	
<p>1.5 PK.A Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 9, 10, 13, Unit 2: <i>The Three Bears</i> pp. 47, 49, 50, 66, 75 Unit 3: <i>La Tortuga</i> pp. 7, 8, 14, 15 Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 44, 68, 69 Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 7, 8, 17, 41 Unit 6: <i>The Nightingale</i> pp. 49, 50, 58, 78 Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 9, 15, 16, 17, 36 Unit 8: <i>The Tug of War</i> pp. 45, 47, 48, 55, 56, 57 Unit 9: <i>Peter and the Wolf</i> pp. 8, 9, 16, 17, 30, 38, 39 Unit 10: <i>ABC Book</i> pp. 45, 47, 48, 55, 56, 80</p>

<p>1.5 PK.B Answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 10, 18, 19, 26, 39</p> <p>Unit 2: <i>The Three Bears</i> pp. 50, 53, 57, 58, 64</p> <p>Unit 3: <i>La Tortuga</i> pp. 8, 14, 25, 32</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 43, 44, 50, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 7, 8, 16, 17</p> <p>Unit 6: <i>The Nightingale</i> pp. 49, 50, 58, 77</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 9, 15, 16, 23, 27, 36</p> <p>Unit 8: <i>The Tug of War</i> pp. 48, 55, 56</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8, 9, 16, 17, 39</p> <p>Unit 10: <i>ABC Book</i> pp. 47, 48, 55, 56, 80</p>
<p>1.5 PK.C Respond to what a speaker says to follow directions, seek help, or gather information.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 11, 12, 14, 15, 17, 19, 22, 23, 26, 28, 31, 32, 35, 38, 41</p> <p>Unit 2: <i>The Three Bears</i> pp. 52, 54, 56, 57, 61, 62, 64, 65, 66, 68, 69, 71, 72, 74, 75, 77, 80</p> <p>Unit 3: <i>La Tortuga</i> pp. 10, 11, 13, 17, 18, 19, 21, 22, 23, 25, 28, 29, 31, 32, 34, 36</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 46, 47, 48, 50, 53, 54, 56, 57, 59, 60, 62, 63, 65, 66, 68, 69, 71, 72</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 10, 11, 12, 13, 20, 21, 23, 24, 25, 27, 28, 30, 31, 32, 34, 35, 37, 40</p> <p>Unit 6: <i>The Nightingale</i> pp. 52, 53, 55, 57, 62, 63, 65, 66, 67, 69, 70, 71, 73, 74, 78, 80, 81, 84</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 11, 12, 13, 15, 20, 21, 23, 24, 25, 27, 28, 29, 33, 34, 36, 38, 39</p> <p>Unit 8: <i>The Tug of War</i> pp. 50, 51, 52, 53, 59, 60, 61, 63, 64, 65, 67, 68, 70, 72, 74, 75, 77, 78, 80</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 11, 12, 13, 20, 21, 23, 24, 26, 27, 29, 30, 32, 33, 34, 38, 39</p>

	<p>Unit 10: ABC Book pp. 50, 51, 52, 54, 58, 59, 60, 62, 63, 64, 66, 67, 69, 70, 71, 73, 77, 79, 80</p>
<p>1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p>	<p>Unit 1: Little Red Riding Hood pp. 10, 13, 19 Unit 2: The Three Bears pp. 49, 50, 58, 78 Unit 3: La Tortuga pp. 7, 14, 15, 22, 26, 32 Unit 4: The Elves and the Shoemaker pp. 43, 44, 69 Unit 5: Jingles, Poems, and Rhymes pp. 7, 8, 17 Unit 6: The Nightingale pp. 49, 75 Unit 7: The City Mouse and the Country Mouse pp. 17, 25 Unit 8: The Tug of War pp. 47, 48, 57, 72 Unit 9: Peter and the Wolf pp. 6, 8, 17, 36, 38, 39 Unit 10: ABC Book pp. 45, 56, 70</p>
<p>1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p>	<p>Unit 1: Little Red Riding Hood pp. 9, 10, 13, 31, 39 Unit 2: The Three Bears pp. 49, 50, 52, 58, 75, 80 Unit 3: La Tortuga pp. 7, 8, 14, 15, 28 Unit 4: The Elves and the Shoemaker pp. 43, 44, 57, 65, 69 Unit 5: Jingles, Poems, and Rhymes pp. 7, 8, 17, 18, 41 Unit 6: The Nightingale pp. 49, 50, 58, 73 Unit 7: The City Mouse and the Country Mouse pp. 9, 15, 16, 17 Unit 8: The Tug of War pp. 45, 47, 48, 55, 56, 72 Unit 9: Peter and the Wolf pp. 6, 8, 9, 17, 30 Unit 10: ABC Book pp. 45, 47, 48, 55, 56, 70, 80</p>
<p>1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p>	<p>Unit 1: Little Red Riding Hood pp. 15, 19, 31, 35, 39 Unit 2: The Three Bears pp. 52, 54, 58, 64, 69, 72, 80</p>

	<p>Unit 3: <i>La Tortuga</i> pp. 11, 14, 15, 21, 26, 28, 32</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 57, 62, 65, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 6, 8, 9, 17, 18, 25, 37, 41</p> <p>Unit 6: <i>The Nightingale</i> pp. 50, 53, 54, 58, 66, 73, 74, 75</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 15, 16, 17, 27</p> <p>Unit 8: <i>The Tug of War</i> pp. 47, 48, 51, 52, 57, 59, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 9, 17, 24, 30, 36, 38, 39</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 47, 55, 56, 70</p>
SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES	
Civics and Government	
Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way.	
Essential Questions: What rules and consequences are important? Can I identify some American symbols?	
5.1 PK.A State rules and their consequences.	n/a
5.1 PK.F Identify basic American symbols. (e.g., American flag)	n/a
5.2 PK.A Identify self-membership of a group such as the class or family.	<p>Unit 3: <i>La Tortuga</i> p. 7</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> p. 17</p>
5.2 PK.B Identify a problem and discuss possible solutions with adult assistance.	n/a
Emerging to... Identify classroom projects/activities that support leadership and service.	n/a
5.3 PK.C Identify community workers through their uniforms and equipment.	<p>Unit 1: <i>Little Red Riding Hood</i> p. 10</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> p. 43</p>
5.3 PK.F Identify appropriate behaviors for responsible classroom citizens.	n/a
Economics	
Big Ideas: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences.	
Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?	
Emerging to... Identify how scarcity influences choice.	n/a

Emerging to... Identify family wants and needs.	n/a
6.1 PK.D Identify a choice based on individual interest.	n/a
Emerging to... Identify advertisements that encourage us to buy things.	n/a
6.2 PK.D Explain how money is used.	n/a
6.3 PK.D Identify products produced locally.	n/a
6.5 PK.A Differentiate between work and play.	n/a
6.5 PK.C Identify local businesses.	n/a
Geography	
Big Idea: Location can be represented using a variety of tools. Essential Questions: What tools help me to understand the location of places and things? How can I represent the location of places and things?	
7.1 PK.A Explain how a map is a representation of places.	n/a
Emerging to... Describe the location of places in the home, school, and community to gain an understanding of relative location.	n/a
7.2 PK.A Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	n/a
History	
Big Idea: Past experiences and ideas help us make sense of the world. Essential Questions: In what ways can events be sequenced? How do I use past experiences and events to understand the present?	
8.1 PK.A Identify a sequence of events through a day.	Unit 10: ABC Book pp. 70, 71
8.1 PK.C Understand that information comes from many sources such as books, computers, and newspapers.	n/a
CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS	
9.1.M Production and Performance—Music and Movement	
Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?	
9.1.M PK.A Know and use basic elements and principles of music and movement.	Unit 2: <i>The Three Bears</i> p. 51 Unit 3: <i>La Tortuga</i> p. 36 Unit 6: <i>The Nightingale</i> p. 71 Unit 8: <i>The Tug of War</i> p. 75

<p>9.1.M PK.B Respond to different types of music and dance through participation and discussion.</p>	<p>Unit 2: <i>The Three Bears</i> pp. 47, 51 Unit 3: <i>La Tortuga</i> pp. 10, 36 Unit 6: <i>The Nightingale</i> p. 71 Unit 8: <i>The Tug of War</i> p. 75</p>
<p>9.1.M PK.E Use imagination and creativity to express self through music and dance.</p>	<p>Unit 2: <i>The Three Bears</i> p. 47 Unit 3: <i>La Tortuga</i> p. 36</p>
<p>9.1.M PK.J Use a variety of technologies for producing or performing works of art.</p>	<p>n/a</p>
<p>9.1.D Production and Performance—Dramatic and Performance Play Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?</p>	
<p>9.1.D PK.B Recreate a dramatic play experience for an audience.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 7 Unit 2: <i>The Three Bears</i> p. 47 Unit 3: <i>La Tortuga</i> pp. 5, 26, 32 Unit 4: <i>The Elves and the Shoemaker</i> p. 69 Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 5 Unit 6: <i>The Nightingale</i> p. 47 Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 6, 25 Unit 9: <i>Peter and the Wolf</i> pp. 6, 38, 39</p>
<p>9.1.D PK.E Use imagination and creativity to express self through dramatic play.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 7 Unit 2: <i>The Three Bears</i> p. 47 Unit 3: <i>La Tortuga</i> pp. 5, 32 Unit 4: <i>The Elves and the Shoemaker</i> p. 69 Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 5 Unit 6: <i>The Nightingale</i> p. 47</p>

	<p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 6, 25</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 6, 38, 39</p>
<p>9.1.V Production and Performance—Visual Arts</p> <p>Big Idea: Visual arts allow expression of interests, abilities, and knowledge.</p> <p>Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?</p>	
<p>9.1.V PK.A Know and use basic elements of visual arts.</p>	<p>Unit 2: <i>The Three Bears</i> pp. 47, 66</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 22, 29</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 57, 66, 69</p> <p>Unit 5: <i>Jingles, Rhymes, and Poems</i> p. 5</p> <p>Unit 6: <i>The Nightingale</i> p. 81</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 65, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 21, 24, 27</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 64</p>
<p>9.1.V PK.B Combine a variety of materials to create a work of art.</p>	<p>Unit 2: <i>The Three Bears</i> pp. 47, 66</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 11, 22, 29</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 57, 66, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 5</p> <p>Unit 6: <i>The Nightingale</i> p. 81</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 65, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 21, 24, 27</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 64</p>
<p>9.1.V PK.E Use imagination and creativity to express self through visual arts.</p>	<p>Unit 2: <i>The Three Bears</i> pp. 47, 66</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 11, 22, 29</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 57, 66, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 5</p>

	<p>Unit 6: <i>The Nightingale</i> p. 81</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 65, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 21, 24, 27</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 64</p>
<p>9.1.V PK.J Use a variety of technologies for producing works of art.</p>	<p>Unit 2: <i>The Three Bears</i> pp. 47, 66</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 11, 22, 29</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 57, 66, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 5</p> <p>Unit 6: <i>The Nightingale</i> p. 81</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 65, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 21, 24, 27</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 64</p>
<p>9.2 Historical and Cultural Context of Works in the Arts Big Idea: Every culture has its own art forms. Essential Question: Can I identify instruments and/or art forms from another culture?</p>	
<p>9.2 PK.D Explain that instruments or art forms represent cultural perspectives.</p>	n/a
<p>9.3 Critical Response to Works in the Arts Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?</p>	
<p>9.3 PK.F Recognize and name a variety of art forms.</p>	n/a
<p>9.3 PK.G Formulate and share an opinion about others' art products.</p>	<p>Unit 10: <i>ABC Book</i> p. 45</p>
<p>9.4 Aesthetic Response to Works in the Arts Big Idea: Art work can mean different things to different people. Essential Question: How do I express my response to a work of art?</p>	
<p>9.4 PK.B Demonstrate an emotional response to viewing or creating various art works.</p>	<p>Unit 10: <i>ABC Book</i> p. 45</p>

HEALTH, WELLNESS, AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY	
10.1 Concepts of Health	
Big Idea: Awareness of health concepts provides a foundation for healthy decision-making.	
Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?	
10.1 PK.B Identify and locate body parts.	Unit 6: <i>The Nightingale</i> p. 71
10.1 PK.C Identify foods that keep our body healthy.	n/a
10.1 PK.D Identify and discuss the purposes of medicine.	n/a
10.1 PK.E Identify and discuss common health problems.	n/a
10.2 Healthful Living	
Big Idea: Children need to make healthy choices to optimize their learning potential.	
Essential Question: What are things I can do to keep myself healthy?	
10.2 PK.A Identify fundamental practices for good health.	Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 17
10.2 PK.E Identify environmental factors that affect health.	n/a
10.3 Safety and Injury Prevention	
Big Idea: Awareness of safe and unsafe practices provides a foundation for healthy decision-making.	
Essential Question: What are things I can do to keep myself and others safe?	
10.3 PK.A Recognize safe and unsafe practices.	Unit 1: <i>Little Red Riding Hood</i> p. 19 Unit 2: <i>The Three Bears</i> p. 58 Unit 3: <i>La Tortuga</i> p. 15
10.3 PK.B Recognize emergency situations and discuss appropriate responses.	n/a
10.4 Physical Activity—Gross Motor Coordination	
Big Idea: Children gain control over their bodies and body movements through active experiences and exploration.	
Essential Question: How do I control and coordinate my body during large motor activities and games?	
10.4 PK.A Demonstrate coordination of body movements in active play.	Unit 1: <i>Little Red Riding Hood</i> p. 12 Unit 2: <i>The Three Bears</i> pp. 47, 69 Unit 3: <i>La Tortuga</i> pp. 10, 34 Unit 4: <i>The Elves and the Shoemaker</i> pp. 46, 60 Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 10, 24, 28

	<p>Unit 6: <i>The Nightingale</i> pp. 47, 52, 54, 63, 71</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 6, 11, 13</p> <p>Unit 8: <i>The Tug of War</i> pp. 50, 75</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 11, 13</p> <p>Unit 10: <i>ABC Book</i> pp. 52, 64</p>
<p>10.4 PK.B Exhibit balance while moving on the ground or using equipment.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> p. 12</p> <p>Unit 2: <i>The Three Bears</i> pp. 47, 69</p> <p>Unit 3: <i>La Tortuga</i> pp. 10, 34</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 46, 60</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 10, 24, 28</p> <p>Unit 6: <i>The Nightingale</i> pp. 47, 52, 54, 63, 71</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 6, 11, 13</p> <p>Unit 8: <i>The Tug of War</i> pp. 50, 75</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 11, 13</p> <p>Unit 10: <i>ABC Book</i> pp. 52, 64</p>
<p>10.5 Concepts, Principles, and Strategies of Movement—Fine Motor Development Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?</p>	
<p>10.5 PK.A Use hands, fingers, and wrists to manipulate objects.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 12, 14, 15, 17, 18, 22, 23, 25, 26, 28, 31, 32, 35</p> <p>Unit 2: <i>The Three Bears</i> pp. 47, 56, 57, 61, 62, 64, 65, 66, 68, 71, 72, 74, 77, 80</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 10, 11, 13, 18, 19, 21, 22, 25, 28, 29, 31, 34, 36</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 47, 48, 50, 54, 56, 57, 59, 62, 63, 65, 66, 68, 69</p>

	<p>Unit 5: Jingles, Poems, and Rhymes pp. 5, 11, 13, 15, 20, 21, 23, 24, 25, 27, 30, 31, 34, 35, 38, 40</p> <p>Unit 6: The Nightingale pp. 55, 57, 62, 63, 65, 67, 69, 70, 73, 74, 75, 78, 80, 81</p> <p>Unit 7: The City Mouse and the Country Mouse pp. 12, 15, 20, 21, 23, 24, 25, 27, 28, 30, 33</p> <p>Unit 8: The Tug of War pp. 45, 53, 55, 60, 61, 63, 64, 65, 67, 70, 71, 72, 74, 75, 78</p> <p>Unit 9: Peter and the Wolf pp. 13, 15, 20, 21, 23, 24, 26, 27, 29, 32, 33, 34, 38</p> <p>Unit 10: ABC Book pp. 45, 50, 54, 58, 59, 62, 63, 64, 66, 69, 70, 71, 73, 77</p>
<p>10.5 PK.B Coordinate eye and hand movements to perform a task.</p>	<p>Unit 1: Little Red Riding Hood pp. 12, 14, 15, 17, 18, 22, 23, 25, 26, 28, 31, 32, 35</p> <p>Unit 2: The Three Bears pp. 47, 56, 57, 61, 62, 64, 65, 66, 68, 71, 72, 74, 77, 80</p> <p>Unit 3: La Tortuga pp. 5, 10, 11, 13, 18, 19, 21, 22, 25, 28, 29, 31, 34, 36</p> <p>Unit 4: The Elves and the Shoemaker pp. 41, 47, 48, 50, 54, 56, 57, 59, 62, 63, 65, 66, 68, 69</p> <p>Unit 5: Jingles, Poems, and Rhymes pp. 5, 11, 13, 15, 20, 21, 23, 24, 25, 27, 30, 31, 34, 35, 38, 40</p> <p>Unit 6: The Nightingale pp. 55, 57, 62, 63, 65, 67, 69, 70, 73, 74, 75, 78, 80, 81</p> <p>Unit 7: The City Mouse and the Country Mouse pp. 12, 15, 20, 21, 23, 24, 25, 27, 28, 30, 33</p> <p>Unit 8: The Tug of War pp. 45, 53, 55, 60, 61, 63, 64, 65, 67, 70, 71, 72, 74, 75, 78</p> <p>Unit 9: Peter and the Wolf pp. 13, 15, 20, 21, 23, 24, 26, 27, 29, 32, 33, 34, 38</p> <p>Unit 10: ABC Book pp. 45, 50, 54, 58, 59, 62, 63, 64, 66, 69, 70, 71, 73, 77</p>

<p>10.5 PK.C Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p>	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 14, 15, 17, 18, 22, 23, 25, 26, 28, 31, 32, 35</p> <p>Unit 2: <i>The Three Bears</i> pp. 47, 56, 57, 61, 62, 64, 65, 66, 68, 71, 72, 74, 77, 80</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 10, 11, 13, 18, 19, 21, 22, 25, 28, 29, 31, 34, 36</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 47, 48, 50, 54, 56, 57, 59, 62, 63, 65, 66, 68, 69</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> pp. 5, 11, 13, 15, 20, 21, 23, 24, 25, 27, 30, 31, 34, 35, 38, 40</p> <p>Unit 6: <i>The Nightingale</i> pp. 55, 57, 62, 63, 65, 67, 69, 70, 73, 74, 75, 78, 80, 81</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 12, 15, 20, 21, 23, 24, 25, 27, 28, 30, 33</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 53, 55, 60, 61, 63, 64, 65, 67, 70, 71, 72, 74, 75, 78</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 13, 15, 20, 21, 23, 24, 26, 27, 29, 32, 33, 38</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 50, 54, 58, 59, 62, 63, 64, 66, 69, 70, 71, 73, 77</p>
<p>SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS</p>	
<p>16.1 Self-Awareness and Self-Management Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?</p>	
<p>16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.</p>	<p>Unit 2: <i>The Three Bears</i> pp. 50, 58</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> p. 51</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 8</p> <p>Unit 6: <i>The Nightingale</i> pp. 53, 55, 58, 77, 78</p> <p>Unit 9: <i>Peter and the Wolf</i> p. 17</p>
<p>16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.</p>	<p>Unit 8: <i>The Tug of War</i> p. 57</p> <p>Unit 9: <i>Peter and the Wolf</i> p. 39</p>

	Unit 10: ABC Book p. 56
16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	n/a
16.1 PK.D Establish goals independently and recognize their influence on choices.	Unit 1: Little Red Riding Hood pp. 7, 42 Unit 2: The Three Bears pp. 47, 62, 65 Unit 3: La Tortuga pp. 5, 11, 36 Unit 4: The Elves and the Shoemaker pp. 41, 57 Unit 5: Jingles, Poems, and Rhymes p. 5 Unit 6: The Nightingale pp. 47, 63, 67, 75 Unit 7: The City Mouse and the Country Mouse pp. 6, 21, 25 Unit 8: The Tug of War pp. 45, 53, 72 Unit 9: Peter and the Wolf pp. 6, 24, 27 Unit 10: ABC Book pp. 45, 75
16.2 Establishing and Maintaining Relationships Big Ideas: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children’s ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?	
16.2 PK.A Interact with peers and adults in a socially acceptable manner.	All lessons
16.2 PK.B Identify similarities and differences between self and others.	Unit 1: Little Red Riding Hood pp. 10, 19 Unit 2: The Three Bears p. 58 Unit 3: La Tortuga pp. 5, 7, 15, 36 Unit 4: The Elves and the Shoemaker pp. 44, 48, 51, 57, 63 Unit 5: Jingles, Poems, and Rhymes pp. 5, 8, 17 Unit 6: The Nightingale pp. 50, 59, 67, 78

	<p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 8, 9, 17</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 47, 57, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 8, 17</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 48, 56</p>
16.2 PK.C Engage in reciprocal communication with adults and peers.	All lessons
16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.	n/a
16.2 PK.E Ask for and accept offers of help when needed or appropriate.	All lessons
<p>16.3 Decision-Making and Responsible Behavior Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?</p>	
16.3 PK.A Interpret the consequences of choices.	<p>Unit 2: <i>The Three Bears</i> pp. 50, 58</p> <p>Unit 3: <i>La Tortuga</i> p. 15</p>
16.3 PK.B Recognize there are socially acceptable ways to behave in different places.	<p>Unit 2: <i>The Three Bears</i> p. 58</p> <p>Unit 3: <i>La Tortuga</i> p. 15</p>
16.3 PK.C Actively engage in assisting others when appropriate.	<p>Unit 1: <i>Little Red Riding Hood</i> pp. 7, 42</p> <p>Unit 2: <i>The Three Bears</i> pp. 47, 62, 65</p> <p>Unit 3: <i>La Tortuga</i> pp. 5, 11, 36</p> <p>Unit 4: <i>The Elves and the Shoemaker</i> pp. 41, 57</p> <p>Unit 5: <i>Jingles, Poems, and Rhymes</i> p. 5</p> <p>Unit 6: <i>The Nightingale</i> pp. 47, 63, 67, 75</p> <p>Unit 7: <i>The City Mouse and the Country Mouse</i> pp. 6, 21, 25</p> <p>Unit 8: <i>The Tug of War</i> pp. 45, 53, 72</p> <p>Unit 9: <i>Peter and the Wolf</i> pp. 6, 24, 27</p> <p>Unit 10: <i>ABC Book</i> pp. 45, 75</p>

PARTNERSHIPS FOR LEARNING: FAMILIES, EARLY CARE AND EDUCATION PROGRAMS, AND COMMUNITIES	
<p>PL.1 Families are supported in times of need. Big Ideas: Each family has its own unique set of needs that change over time. Early education professionals are non-judgmental in helping families to identify and address needs. Early education professionals build upon family strengths and support families as needs arise so families are comfortable and knowledgeable to access resources. Essential Questions: What policies and procedures are in place to connect families to available resources? How do I communicate to all families that it is a strength to identify needs and to access resources and supports?</p>	<p><i>Happily Ever After Blackline Masters</i> pp. 6, 10, 15, 19, 27, 32, 40, 47, 53, 63</p>
<p>PL.2 Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths. Big Ideas: Families are the heart of communities. Early care and education programs have a mission to support and strengthen children and families. Essential Questions: What policies and procedures are in place to build relationships with families? How do I understand a family’s strengths, values, beliefs, and attitudes towards learning? How does our program share its strengths, values, beliefs, and attitudes towards learning with families? How do I develop reciprocal relationships with families so a child’s learning is enhanced?</p>	<p><i>Happily Ever After Blackline Masters</i> pp. 6, 10, 15, 19, 27, 32, 40, 47, 53, 63</p>
<p>PL.3 Families have the support and information they need to encourage their children’s learning and development. Big Ideas: Families are children’s first teachers and foremost experts. They are the common link throughout a child’s educational experience. Information and support in the early years forms the foundation for lifelong informed and engaged parenting. Essential Questions: What policies and procedures are in place to provide information and support families to encourage their children’s learning and development and to access additional support if needed? How do I ensure that information provided to families reflects best practice and current knowledge?</p>	<p><i>Happily Ever After Blackline Masters</i> pp. 6, 10, 15, 19, 27, 32, 40, 47, 53, 63</p>

<p>How does our program ensure that information exchange is reciprocal and used to support the child’s development?</p>	
<p>PL.4 Family members have support from other families. Big Idea: Families grow in competence and confidence when they share and receive support and information from other families. Essential Questions: What policies and procedures are in place to support family-to-family experiences? How do I encourage and support informal and formal opportunities for families to connect with other families for friendship, support, and information?</p>	<p><i>Happily Ever After Blackline Masters</i> pp. 6, 10, 15, 19, 27, 32, 40, 47, 53, 63</p>
<p>PL.5 Families have goals of their own and benefit from having supportive partners to help reach their goals. Big Idea: Every family is entitled to have hopes and dreams for the future. Essential Questions: What policies and procedures are in place to connect families to resources that can assist with their family goals? How do I support families to share their hopes and dreams for the future?</p>	<p><i>Happily Ever After Blackline Masters</i> pp. 6, 10, 15, 19, 27, 32, 40, 47, 53, 63</p>
<p>PL.6 Families grow in their leadership and use these skills in many different ways. Big Idea: Each family member has the capacity to be a leader for his or her individual child, at the program level, state level, and/or beyond. Essential Questions: What policies and procedures are in place to support family leadership? How do I help families to know their expertise is valuable and support them to share their knowledge with others? How does our program support and strengthen resiliency?</p>	<p><i>Happily Ever After Blackline Masters</i> pp. 6, 10, 15, 19, 27, 32, 40, 47, 53, 63</p>

<p>PL.7 Families are supported in times of transition.</p> <p>Big Idea: There are many types of transitions, with varying degrees of impact, affecting each family and child in unique ways.</p> <p>Essential Questions: What policies and procedures are in place to support transition? How does our program coordinate transition supports and activities with other partners?</p>	<p><i>Happily Ever After Blackline Masters</i> pp. 6, 10, 15, 19, 27, 32, 40, 47, 53, 63</p>
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