

| | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | RESOURCES* |
|---------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|------------|
| APPROACHES TO LEARNING | | | | | |
| Emotional and Behavioral Self-Regulation | | | | | |
| Goal P-ATL 1. Child manages emotions with increasing independence. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 2. Child follows classroom rules and routines with increasing independence. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 3. Child appropriately handles and takes care of classroom materials. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence. | ★ | ★ | ★ | ★ | ★ |
| Cognitive Self-Regulation | | | | | |
| Goal P-ATL 5. Child demonstrates an increasing ability to control impulses. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 7. Child persists in tasks. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior. | ★ | ★ | ★ | ★ | ★ |
| Initiative and Curiosity | | | | | |
| Goal P-ATL 10. Child demonstrates initiative and independence. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 11. Child shows interest in and curiosity about the world around them. | ★ | ★ | ★ | ★ | ★ |
| Creativity | | | | | |
| Goal P-ATL 12. Child expresses creativity in thinking and communication. | ★ | ★ | ★ | ★ | ★ |
| Goal P-ATL 13. Child uses imagination in play and interactions with others. | ★ | ★ | | | ★ |
| SOCIAL AND EMOTIONAL DEVELOPMENT | | | | | |
| Relationships with Adults | | | | | |
| Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. | ★ | ★ | ★ | ★ | ★ |
| Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults. | | ★ | ★ | ★ | ★ |
| Relationships with Other Children | | | | | |
| Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. | ★ | ★ | ★ | ★ | ★ |
| Goal P-SE 4. Child engages in cooperative play with other children. | | ★ | ★ | ★ | ★ |
| Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. | | ★ | ★ | ★ | ★ |
| Emotional Functioning | | | | | |
| Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. | | | ★ | ★ | ★ |
| Goal P-SE 7. Child expresses care and concern toward others. | ★ | | ★ | ★ | ★ |
| Goal P-SE 8. Child manages emotions with increasing independence. | ★ | ★ | ★ | ★ | ★ |
| Sense of Identity and Belonging | | | | | |
| Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. | | ★ | ★ | ★ | ★ |
| Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. | ★ | ★ | ★ | ★ | ★ |
| Goal P-SE 11. Child has sense of belonging to family, community, and other groups. | ★ | ★ | ★ | ★ | ★ |
| LANGUAGE AND COMMUNICATION | | | | | |
| Attending and Understanding | | | | | |
| Goal P-LC 1. Child attends to communication and language from others. | ★ | ★ | ★ | ★ | ★ |
| Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. | ★ | ★ | ★ | ★ | ★ |
| Communicating and Speaking | | | | | |
| Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. | ★ | ★ | ★ | ★ | ★ |
| Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. | ★ | ★ | ★ | ★ | ★ |
| Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. | | ★ | ★ | ★ | ★ |
| Vocabulary | | | | | |
| Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. | ★ | ★ | ★ | ★ | ★ |
| Goal P-LC 7. Child shows understanding of word categories and relationships among words. | ★ | | | | ★ |

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| LITERACY | | | | | |
| Phonological Awareness | | | | | |
| Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. | | | | | ★ |
| Print and Alphabet Knowledge | | | | | |
| Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). | | | | | ★ |
| Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. | | | | | ★ |
| Comprehension and Text Structure | | | | | |
| Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/retelling. | | | | | ★ |
| Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. | | | | | ★ |
| Writing | | | | | |
| Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. | | | | | ★ |
| COGNITION | | | | | |
| Counting and Cardinality | | | | | |
| Goal P-Math 1. Child knows number names and the count sequence. | ★ | ★ | ★ | ★ | ★ |
| Goal P-Math 2. Child recognizes the number of objects in a small set. | | | | | ★ |
| Goal P-Math 3. Child understands the relationship between numbers and quantities. | ★ | ★ | ★ | ★ | ★ |
| Goal P-Math 4. Child compares numbers. | | ★ | | | ★ |
| Goal P-Math 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. | ★ | ★ | ★ | ★ | ★ |
| Operations and Algebraic Thinking | | | | | |
| Goal P-Math 6. Child understands addition as adding to and understands subtraction as taking away from. | ★ | ★ | ★ | ★ | ★ |
| Goal P-Math 7. Child understands simple patterns. | ★ | | | ★ | ★ |
| Measurement | | | | | |
| Goal P-Math 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. | ★ | ★ | ★ | ★ | ★ |
| Geometry and Spatial Sense | | | | | |
| Goal P-Math 9. Child identifies, describes, compares, and composes shapes. | ★ | | | ★ | ★ |
| Goal P-Math 10. Child explores the positions of objects in space. | ★ | ★ | ★ | ★ | ★ |
| Scientific Inquiry | | | | | |
| Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). | ★ | ★ | ★ | ★ | |
| Goal P-SCI 2. Child engages in scientific talk. | ★ | ★ | ★ | ★ | |
| Goal P-SCI 3. Child compares and categorizes observable phenomena. | ★ | ★ | ★ | ★ | |
| Reasoning and Problem-Solving | | | | | |
| Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. | ★ | ★ | ★ | ★ | ★ |
| Goal P-SCI 5. Child plans and conducts investigations and experiments. | | | | | |
| Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results. | ★ | ★ | ★ | ★ | ★ |
| PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT | | | | | |
| Gross Motor | | | | | |
| Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. | ★ | ★ | ★ | ★ | ★ |
| Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. | ★ | ★ | ★ | ★ | ★ |
| Fine Motor | | | | | |
| Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. | ★ | ★ | ★ | ★ | ★ |
| Health, Safety, and Nutrition | | | | | |
| Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. | ★ | ★ | ★ | ★ | |
| Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. | ★ | ★ | ★ | ★ | |
| Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. | ★ | ★ | ★ | ★ | |

*Alignments in Resources column include Literature Connections, Featured Songs, Unit/Weekly Centers and Garden Kitchen Recipes.