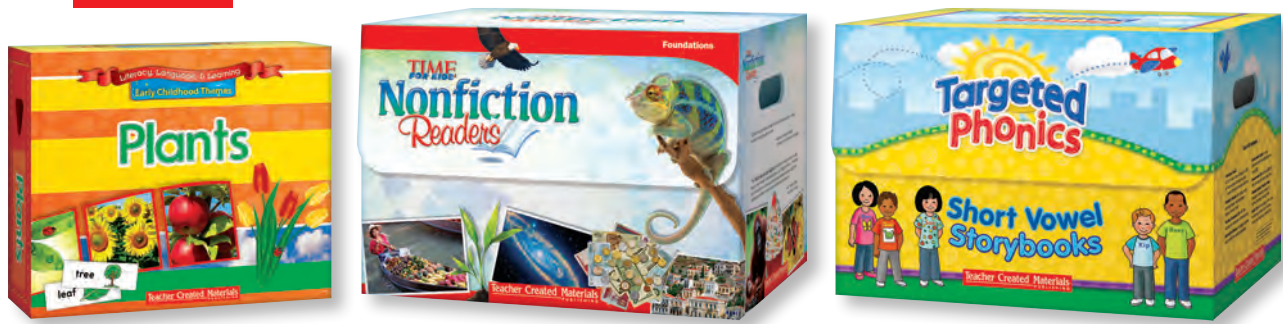


CDE DRDP (2015) Preschool Measures Alignment





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 KIDS® *Nonfiction Readers*
 - ✓ *Foundations*
 - ✓ *Foundations Plus*
- ▶ *Targeted Phonics*
 - ✓ *My First Consonants and Vowels*
 - ✓ *More Consonants, Blends, and Digraphs*
 - ✓ *Short Vowel Rhymes*

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

* (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.



DRDP MEASURES		Correlations																			
		EARLY CHILDHOOD THEMES																			
		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
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 Materials	●	✓	✓	●	✓	✓	●	✓	●	✓	●	●	●	●	✓	●	✓	●	●	●
SED																					
	1 Identity of Self in Relation to Others	✓	●	●	✓	✓	✓	✓	✓	✓	✓	✓	●	●	●	✓	●	●	✓	✓	●
	2 Social and Emotional Understanding	✓	●	●	●	✓	✓	●	✓	✓	✓	●	●	●	✓	●	●	●	●	●	●
	3 Relationships and Social Interactions with Familiar Adults	✓	●	●	●	✓	✓	●	●	✓	✓	●	●	●	●	✓	●	●	●	●	●
	3 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	10 Emergent Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ELD																					
	1 Comprehension of English (Receptive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2 Self-Expression in English (Expressive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3 Understanding and Response to English Literature Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4 Symbol, Letter, and Print Knowledge in English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Early Childhood Themes (cont.)

		Correlations																			
		EARLY CHILDHOOD THEMES																			
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	✓	✓	✓		✓		✓	✓		✓	●	✓	✓		✓		✓	✓	✓	✓
2	Classification		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	●
3	Number Sense of Quantity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Number Sense of Math Operations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Measurement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Patterning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Shapes	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
8	Cause and Effect			✓				✓	✓				✓	✓				✓	✓	✓	✓
9	Inquiry Through Observation and Investigation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Documentation of Observation	✓	✓	✓	✓	✓				✓			✓		✓	✓		✓	✓	✓	✓
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	✓	✓	✓				✓	✓	✓	✓			✓						✓	✓
6	Personal Care Routines: Hygiene	✓							✓	✓											
7	Personal Care Routines: Feeding	✓				✓			✓	✓											
8	Personal Care Routines: Dressing	✓				✓			✓	✓											✓
9	Active Physical Play	✓		✓					✓	✓	✓					✓					
10	Nutrition	✓			✓			✓	✓	✓					✓			✓			
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Drama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Dance	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = An observable behavior likely to be exhibited
 ● = 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.



Correlations														
DRDP MEASURES	TIME For Kids® NONFICTION READERS: FOUNDATIONS													
	Lessons 1-3			Lessons 4-6			Lessons 7-9			Lessons 10-12		Lessons 13-15		
	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
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Emergent Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Foundations (cont.)

Correlations														
DRDP MEASURES	TIME For Kids® NONFICTION READERS: FOUNDATIONS													
	Lessons 1-3			Lessons 4-6			Lessons 7-9			Lessons 10-12			Lessons 13-15	
	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
ELD														
1 Comprehension of English (Receptive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Self-Expression in English (Expressive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Understanding and Response to English Literature Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Symbol, Letter, and Print Knowledge in English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COG														
1 Spatial Relationships	✓			✓		✓					✓			
2 Classification	✓		✓	✓		✓		✓		✓	✓			
3 Number Sense of Quantity				✓				✓		✓	✓			✓
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	✓	✓			✓			✓			✓	✓		✓
2 Gross Locomotor Movement Skills	✓	✓			✓			✓			✓			
3 Gross Motor Manipulative Skills	✓													
4 Fine Motor Manipulative Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Safety	✓	✓	✓						✓					
6 Personal Care Routines: Hygiene							✓		✓				✓	
7 Personal Care Routines: Feeding													✓	
8 Personal Care Routines: Dressing		✓	✓											
9 Active Physical Play	✓				✓			✓			✓	✓		✓
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		✓			✓			✓				✓		

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



Correlations														
DRDP MEASURES	TIME For Kids® NONFICTION READERS: FOUNDATIONS PLUS													
	Lessons 1-3			Lessons 4-6			Lessons 7-9			Lessons 10-12			Lessons 13-15	
	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
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Emergent Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Foundations Plus (cont.)

Correlations														
DRDP MEASURES	TIME For Kids® NONFICTION READERS: FOUNDATIONS PLUS													
	Lessons 1-3			Lessons 4-6			Lessons 7-9			Lessons 10-12			Lessons 13-15	
	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
ELD														
1 Comprehension of English (Receptive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Self-Expression in English (Expressive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Understanding and Response to English Literature Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Symbol, Letter, and Print Knowledge in English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COG														
1 Spatial Relationships				✓	✓		✓			✓		✓		
2 Classification				✓	✓	✓	✓	✓			✓			
3 Number Sense of Quantity						✓		✓			✓		✓	
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			✓	✓	✓				✓	✓			✓	
2 Gross Locomotor Movement Skills			✓	✓	✓					✓			✓	
3 Gross Motor Manipulative Skills			✓						✓	✓			✓	
4 Fine Motor Manipulative Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Safety			✓					✓	✓					
6 Personal Care Routines: Hygiene									✓	✓				
7 Personal Care Routines: Feeding									✓	✓			✓	
8 Personal Care Routines: Dressing									✓	✓				
9 Active Physical Play			✓	✓	✓				✓	✓			✓	
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				✓	✓				✓					

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



Correlations																					
DRDP MEASURES	TARGETED PHONICS: MY FIRST CONSONANTS AND VOWELS																				
	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															✓						
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Emergent Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

My First Consonants and Vowels (cont.)

Correlations																					
DRDP MEASURES	TARGETED PHONICS: MY FIRST CONSONANTS AND VOWELS																				
	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)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Self-Expression in English (Expressive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Understanding and Response to English Literature Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Symbol, Letter, and Print Knowledge in English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COG																					
1 Spatial Relationships																					
2 Classification																					
3 Number Sense of Quantity			✓																		
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	✓		✓	✓				✓	✓	✓			✓			✓			✓		✓
2 Gross Locomotor Movement Skills	✓		✓		✓			✓	✓	✓			✓		✓	✓	✓		✓		✓
3 Gross Motor Manipulative Skills							✓														
4 Fine Motor Manipulative Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Safety																					
6 Personal Care Routines: Hygiene																					
7 Personal Care Routines: Feeding																					
8 Personal Care Routines: Dressing																					
9 Active Physical Play			✓										✓								
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																					

✓ = An observable behavior likely to be exhibited

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

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!



Correlations																					
DRDP MEASURES	TARGETED PHONICS: MORE CONSONANTS, BLENDS, AND DIGRAPHS																				
	My Q Words	My V Words	My X Words	My Y Words	My Z Words	My BL Words	My BR Words	My CL Words	My CR Words	My FL Words	My FR Words	My GR Words	My PL Words	My SL Words	My SN Words	My SP Words	My ST Words	My CH Words	My SH Words	My TH Words	My WH 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																					
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Emergent Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = Direct instruction for the objectives in one or more lessons within the unit
 ● = Observation—those objectives which can be evaluated through observation

More Consonants, Blends, and Digraphs (cont.)

Correlations																					
DRDP MEASURES	TARGETED PHONICS: MORE CONSONANTS, BLENDS, AND DIGRAPHS																				
	My Q Words	My V Words	My X Words	My Y Words	My Z Words	My BL Words	My BR Words	My CL Words	My CR Words	My FL Words	My FR Words	My GR Words	My PL Words	My SL Words	My SN Words	My SP Words	My ST Words	My CH Words	My SH Words	My TH Words	My WH Words
ELD																					
1 Comprehension of English (Receptive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Self-Expression in English (Expressive English)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Understanding and Response to English Literature Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Symbol, Letter, and Print Knowledge in English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COG																					
1 Spatial Relationships																					
2 Classification														✓							
3 Number Sense of Quantity																					
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					✓																
2 Gross Locomotor Movement Skills					✓			✓		✓		✓	✓							✓	
3 Gross Motor Manipulative Skills						✓															
4 Fine Motor Manipulative Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Safety																					
6 Personal Care Routines: Hygiene																					
7 Personal Care Routines: Feeding																					
8 Personal Care Routines: Dressing																					
9 Active Physical Play												✓	✓						✓		
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																					

✓ = Direct instruction for the objectives in one or more lessons within the unit
 ● = 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!



DRDP MEASURES		Correlations																	
		TARGETED PHONICS: SHORT VOWEL RIMES																	
		Wag!	The Man Can	A Nap	A Cat and a Hat	Big Pig	I Win!	The Tip	Hit It!	Mop Hop	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = Direct instruction for the objectives in one or more lessons within the unit
 ● = Observation—those objectives which can be evaluated through observation

Short Vowel Rimes (cont.)

		Correlations																	
		TARGETED PHONICS: SHORT VOWEL RIMES																	
DRDP MEASURES		Wag!	The Man Can	A Nap	A Cat and a Hat	Big Pig	I Win!	The Tip	Hit It!	Mop Hop	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		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ELD																			
1 Comprehension of English (Receptive English)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Self-Expression in English (Expressive English)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Understanding and Response to English Literature Activities		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Symbol, Letter, and Print Knowledge in English		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COG																			
1 Spatial Relationships												✓							
2 Classification																			
3 Number Sense of Quantity												✓			✓		✓		
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		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Gross Locomotor Movement Skills		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Gross Motor Manipulative Skills						✓		✓							✓			✓	
4 Fine Motor Manipulative Skills		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Safety								✓											
6 Personal Care Routines: Hygiene																			
7 Personal Care Routines: Feeding																			
8 Personal Care Routines: Dressing																			
9 Active Physical Play		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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					✓	✓													

✓ = Direct instruction for the objectives in one or more lessons within the unit
 ● = Observation—those objectives which can be evaluated through observation