

Correlation of Abrams Learning Trends *Let's Begin with the Letter People*[®] to the New York State Prekindergarten Foundation for the Common Core

| Domain 1: Approaches to Learning | |
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| NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. | |
| Engagement | |
| 1. Actively and confidently engages in play as a means of exploration and learning. | |
| a) Interacts with a variety of materials through play. | At Home: 91, 105 At the Park: 37 At the Museum: 121, 124 |
| b) Participates in multiple play activities with same material. | Ready, Set, Go: 73, 75, 95, 101, 105, 107 At Home: 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 At School: 127, 137, 157, 159, 181, 188, 189 At the Park: 10, 11, 15, 23, 35, 46, 49, 50, 102 In the Community: 63, 71, 80 At the Zoo: 97, 129, 163 In the Garden: 7, 11, 35, 37, 39, 77 At the Museum: 91, 97, 109, 147, 149, 154 |
| c) Engages in pretend and imaginative play – testing theories, acting out imagination. | At Home: 91 At School: 177 At the Park: 81 At the Doctor's Office: 127, 132 In the Community: 48, 63, 80 At the Zoo: 91, 137, 165 In the Garden: 11 |
| d) Self-selects play activity and demonstrates spontaneity. | Ready, Set, Go: 107, At Home: 8, 48 At School: 133, 135, 159, 175, 185, 187 At the Park: 81 In the Community: 7, 17, 21 At the Zoo: 107, 123, 137 In the Garden: 7, 67, 73 |
| e) Uses “trial and error” method to figure out a task, problem, etc. | At Home: 8, 50 At the Park: 17, 63, 81 In the Garden: 73 |
| f) Demonstrates awareness of connections between prior and new knowledge. | At Home: 8, 9, 34, 74, 99, 105 In the Community: 62 |
| 2. Actively engages in problem solving. | |
| a) Identifies a problem and tries to solve it independently. | At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 In the Garden: 73 At the Museum: 134 |
| b) Attempts multiple ways to solve a problem. | At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
| c) Communicates more than one solution to a problem. | At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
| d) Engages with peers and adults to solve problems. | At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
| Creativity and Imagination | |
| 3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. | |
| a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects. | At Home: 95, 97, 105, 107 At School: 125, 149, 177, 187 At the Park: 15, 23, 35, 45, 63, 71, 81 At the Doctor's Office: 123, 137, 149, 177 In the Community: 7, 17, 73 At the Zoo: 93, 135 In the Garden: 35, 53, 63, 79 At the Museum: 99, 105, 129, 155, 156, 161 |
| b) Identifies additional materials to complete a task. | At Home: 8, 50 At the Park: 17, 63, 81 |
| c) Experiments to further his/her knowledge. | At Home: 7, 23, 49, 51, 79, 94 At School: 129, 135, 153 At the Park: 9 At the Doctor's Office: 119 In the Community: 20 At the Zoo: 100, 109, 156 In the Garden: 7, 42, 45, 49, 65, 67 At the Museum: 153 |
| d) Seeks additional clarity to further his/her knowledge. | At Home: 20, 48, 53, 79 At School: 153 At the Park: 14, 52, 62 At the Doctor's Office: 185 In the Community: 19 At the Zoo: 109 In the Garden: 7, 13, 16, 35, 42, 63 At the Museum: 153 |
| e) Seeks out connections, relations and assistance from peers and adults to complete a task. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |
| f) Communicates more than one solution to a problem. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |

| Curiosity and Initiative | |
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| 4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences. | |
| a) Asks questions using who, what, how, why, when, where, what if. | At the Park: 94, 95, 96, 98, 99, 101, 102 At the Doctor's Office: 125 |
| b) Expresses an interest in learning about and discussing a growing range of ideas. | At Home: 8, 50 At the Park: 17, 63, 81 |
| c) Actively explores how things in the world work. | At the Park: 74, 75, 78 At the Zoo: 157 |
| d) Investigates areas of interest. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |
| e) Takes objects and materials apart and attempts to reassemble them (e.g. puzzles, models, nuts and bolts). | At School: 156, 161 In the Garden: 67 |
| f) Seeks out activities and materials that support his/her curiosity. | At Home: 44, 45, 73 At School: 191 At the Park: 74, 75, 79 At the Doctor's Office: 185 At the Zoo: 146, 156 At the Museum: 160 |
| g) Willingly engages in new experiences and activities. | Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108 |
| Persistence | |
| 5. Demonstrates persistence. | |
| a) Maintains focus on a task. | Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70 At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108 |
| b) Seeks assistance when the next step seems unclear or appears too difficult. | Ready, Set, Go: 79, 92, 107 At Home: 37 At School: 147, 149, 160, 176, 178 At the Park: 6 At the Doctor's Office: 174 At the Museum: 90, 91, 93, 97, 105, 106, 109, 150 |
| c) Modifies strategies used to complete a task. | The following matches provide opportunities to meet this objective: Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108 |
| Domain 2: Physical Development and Health | |
| NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. | |
| Physical Development | |
| 1. Uses senses to assist and guide learning. | |
| a) Identifies sights, smells, sounds, tastes and textures. | Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153 |

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| b) Compares and contrasts different sights, smells, sounds, tastes, and textures. | Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153 |
| c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. | Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153 |
| 2. Uses sensory information to plan and carry out movements. | |
| a) Demonstrates appropriate body awareness when moving in different spaces. | Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 |
| b) Child exhibits appropriate body movements when carrying out a task. | |
| c) Demonstrates awareness of spatial boundaries and the ability to work within them. | |
| 3. Demonstrates coordination and control of large muscles. | |
| a) Displays an upright posture when standing or seated. | The following matches provide opportunities to meet these objectives: At School: 155, 179, 184 At the Park: 11, 41, 51, 97, 109, 153, 159 At the Doctor's Office: 187 In the Community: 65 At the Museum: 97 |
| b) Maintains balance during sitting, standing, and movement activities. | |
| c) Runs, jumps, walks in a straight line, and hops on one foot. | |
| d) Climbs stairs using alternating feet. | |
| e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc. | |
| 4. Combines a sequence of large motor skills with and without the use of equipment. | |
| a) Navigates age appropriate playground equipment. | Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 |
| b) Peddles a tricycle. | |
| c) Throws, catches or kicks a large, light-weight ball (8" - 10"). | |
| d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says. | |
| 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. | |
| a) Uses pincher grasp (index finger and thumb). | Ready, Set, Go: 77 At Home: 107, 111 At School: 181, 184 At the Park: 11, 17, 23, 53, 67, 91, 95 At the Doctor's Office: 133, 135, 149, 155, 158, 159, 161, 183, 189, 191 In the Community: 9, 49, 77 At the Zoo: 91, 99, 127, 133, 163 In the Garden: 7, 15, 37, 51, 69 At the Museum: 91, 97, 109, 147 |
| b) Demonstrates ability to engage in finger plays. | |
| c) Uses materials such as pencils, paintbrushes, eating utensils and blunt scissors effectively. | |
| d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.). | |
| e) Uses buttons, zippers, snaps, and hook and loop tape successfully. | |

| Physical Fitness | |
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| 6. Engages in a variety of physical fitness activities. | |
| a) Engages in large motor activities, (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops. | Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 |
| b) Explores, practices and performs skill sets: throwing, pushing, pulling, catching, balancing, etc. | |
| c) Participates in activities designed to strengthen major muscle groups. | |
| d) Participates in activities to promote balance and flexibility. | |
| Health and Well Being | |
| 7. Demonstrates personal care and hygiene skills. | |
| a) Demonstrates growing independence in using personal hygiene skills (washing hands, brushing teeth, toileting, etc.) | At Home: 93, 94, 100, 101, 105 At School: 162 In the Community: 35 In the Garden: 53 |
| b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc. | Ready, Set, Go: 74 At Home: 15, 39, 51, 69, 100 At School: 134, 147, 184 At the Park: 8, 43, 70, 99 At the Doctor's Office: 127, 135 In the Community: 12, 68 At the Zoo: 130, 159, 164 In the Garden: 42, 74 At the Museum: 131, 135, 156 |
| c) Recognizes and communicates when experiencing symptoms of illness. | At Home: 107 At School: 148, 162, 164 |
| 8. Demonstrate awareness and understanding of healthy habits. | |
| a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy. | At Home: 69, 97, 100, 107 At School: 129, 136 At the Doctor's Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154 |
| b) Talks about food choices in relationship to allergies and overall health. | |
| c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles). | |
| d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy. | |
| Health and Safety | |
| 9. Demonstrates awareness and understanding of safety rules. | |
| a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street. | Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 70, 106 At the Doctor's Office: 118, 120, 121, 124, 128, 137, In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 |
| b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks). | |
| c) Understands that some practices could be unsafe (e.g. playing with matches, playing near a busy street, not wearing a bike helmet). | |

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| d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt). | Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 70, 106 At the Doctor's Office: 118, 120, 121, 124, 128, 137, In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 |
| e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc. | |
| f) Explains how to get help in emergency situations. | |
| Domain 3: Social and Emotional Development | |
| NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. | |
| Self Concept and Self Awareness | |
| 1. Recognizes himself/herself as unique individuals having his/her own abilities, characteristics, feelings and interests. | |
| a) Describes himself/herself using several different characteristics. | Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| b) Identifies self as being part of a family and identifies being connected to at least one significant adult. | At Home: 53, 109 At School: 137, 149, 165, 175, 193 At the Park: 17, 39, 46 |
| c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.). | Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement. | At Home: 8, 50 At the Park: 17, 63, 81 |
| e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities). | At Home: 67, 73 At the Park: 64 At the Museum: 146, 147, 149, 157 |
| f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others. | At School: 147, 148, 150, 164 At the Park: 8 In the Garden: 37 At the Museum: 134 |
| g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult). | The following matches provide opportunities to meet this objective: Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108 |
| Self Regulation | |
| 2. Regulates his/her responses to needs, feelings and events. | |
| a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation. | At School: 147, 148, 150, 164 At the Park: 8 In the Garden: 37 At the Museum: 134 |
| b) Appropriately names types of emotions (e.g. frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors. | At School: 148, 150, 151, 159, 164 At the Park: 10, 17 In the Garden: 39 |
| c) Demonstrates an ability to independently modify his/her behavior in different situations. | At Home: 22 At School: 148, 150, 151, 159, 164 At the Park: 10, 17 In the Garden: 39 |

| Relationships with Others | |
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| 3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults). | |
| a) Interacts with significant adults. | At Home: 53, 109 At School: 137, 149, 165, 175, 193 At the Park: 17, 39, 46 |
| b) Seeks guidance from primary caregivers, teachers and other familiar adults. | At Home: 53, 109 At School: 137, 149, 165, 175, 193 At the Park: 17, 39, 46 |
| c) Transitions into unfamiliar setting with the assistance of familiar adults. | Children have the opportunity to meet this objective throughout each day as they transition between each activity. |
| 4. Develops positive relationships with their peers. | |
| a) Approaches children already engaged in play. | At School: 186, 187 |
| b) Interacts with other children (e.g. in play, conversation, etc.). | Ready, Set, Go: 67, 68 At Home: 10, 19, 43, 66 At School: 125, 174, 181, 183, 185, 186, 187, 189 At the Park: 51, 53 At the Doctor's Office: 127 At the Zoo: 128, 134 At the Museum: 126 |
| c) Shares materials and toys with other children. | Ready, Set, Go: 107, At Home: 8, 48 At School: 133, 135, 159, 175, 185, 187 At the Park: 81 In the Community: 7, 17, 21 At the Zoo: 107, 123, 137 In the Garden: 7, 67, 73 |
| d) Sustains interactions by cooperating, helping, and suggesting new ideas for play. | Ready, Set, Go: 107, At Home: 8, 48 At School: 133, 135, 159, 175, 185, 187 At the Park: 81 In the Community: 7, 17, 21 At the Zoo: 107, 123, 137 In the Garden: 7, 67, 73 |
| e) Develops close friendship with one or more peers. | Ready, Set, Go: 67, 68 At Home: 10, 19, 43, 66 At School: 125, 174, 181, 183, 185, 186, 187, 189 At the Park: 51, 53 At the Doctor's Office: 127 At the Zoo: 128, 134 At the Museum: 126 |
| f) Offers support to another child or shows concern when a peer seems distressed. | At School: 148, 150, 151, 159, 164 At the Park: 10, 17 In the Garden: 39 |
| 5. Demonstrates pro-social problem solving skills in social interactions. | |
| a) Seeks input from others about a problem. | At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
| b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve). | |
| c) Uses and accepts compromise, with assistance. | |
| Accountability | |
| 6. Understands and follows routines and rules. | |
| a) Displays an understanding of the purpose of rules. | Children follow routines each day and have the opportunity to understand apply rules, routines, and transition time throughout each day. For example, see: Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 39, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 |
| b) Engages easily in routine activities (e.g., story time, snack time, circle time). | |
| c) Uses materials purposefully, safely and respectfully as set by group rules. | |
| d) With assistance, understands that breaking rules have a consequence. | |
| e) Applies rules in new, but similar, situations. | |
| f) Demonstrates the ability to create new rules for different situations. | |
| Adaptability | |
| 7. Adapts to change. | |
| a) Easily separates himself/herself from parent or caregiver. | At Home: 53, 109 At School: 137, 149, 165, 175, 193 At the Park: 17, 39, 46 |
| b) Transitions with minimal support between routine activities and new/unexpected occurrences. | Children have the opportunity to address this indicator as they transition from activity to activity throughout each day. |
| c) Adjusts behavior as appropriate for different settings and/or events. | At School: 147, 148, 150, 164 At the Park: 8 In the Garden: 37 At the Museum: 134 |

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| d) Uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity). | At School: 164, 186 In the Community: 24 At the Zoo: 134, 135 At the Museum: 134 |
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Domain 4: Communication, Language, and Literacy

Part A: Approaches to Communication

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Motivation

1. Demonstrate that they are motivated to communicate.

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| a) Participates in small or large group activities for story telling, singing or finger plays. | At Home: 6, 8, 9, 34, 38, 62, 66, 68, 74, 90, 102 At School: 122, 133, 164 At the Park: 6, 34, 35, 45, 90 At the Doctor's Office: 122, 146, 150, 152, 153, 174, 177, 182, 190 In the Community: 6, 10, 12, 13, 16, 38, 40, 50, 62 At the Zoo: 90, 92, 93, 95, 99, 101, 106, 121, 124, 127, 146 In the Garden: 6, 9, 17, 23, 34, 38, 50, 62, 68, 70 At the Museum: 92, 99, 118, 119, 159 |
| b) Asks questions. | Ready, Set, Go: 79, 92, 100, 107 At Home: 7, 18, 22, 35, 37, 46, 74, 75, 90 At School: 147, 149, 160, 176, 178 At the Park: 6, 22, 62, 74, 91, 95 At the Doctor's Office: 174 In the Community: 80 At the Zoo: 94 In the Garden: 49 At the Museum: 90, 91, 93, 97, 105, 106, 109, 148, 150 |
| c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). | Children have the opportunity to listen for a variety of purposes each day. For example, see: At the Park: 37, 39, 41 At the Doctor's Office: 146, 147, 152, 154 |
| d) Initiates conversations, both verbally and nonverbally, about things around them. | Ready, Set, Go: 79, 92, 100, 107 At Home: 7, 18, 22, 35, 37, 46, 74, 75, 90 At School: 147, 149, 160, 176, 178 At the Park: 6, 22, 62, 74, 91, 95 At the Doctor's Office: 174 In the Community: 80 At the Zoo: 94 In the Garden: 49 At the Museum: 90, 91, 93, 97, 105, 106, 109, 148, 150 |
| e) Nods or gives non-verbal cues that he is understanding. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |
| f) Maintains eye contact when trying to interact with a peer or adult. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |
| g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking). | Ready, Set, Go: 79, 92, 100, 107 At Home: 7, 18, 22, 35, 37, 46, 74, 75, 90 At School: 147, 149, 160, 176, 178 At the Park: 6, 22, 62, 74, 91, 95 At the Doctor's Office: 174 In the Community: 80 At the Zoo: 94 In the Garden: 49 At the Museum: 90, 91, 93, 97, 105, 106, 109, 148, 150 |

Background Knowledge

2. Demonstrates that he/she is building background knowledge.

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| a) Asks questions related to a particular item, event or experience. | Ready, Set, Go: 79, 92, 100, 107 At Home: 7, 18, 22, 35, 37, 46, 74, 75, 90 At School: 147, 149, 160, 176, 178 At the Park: 6, 22, 62, 74, 91, 95 At the Doctor's Office: 174 In the Community: 80 At the Zoo: 94 In the Garden: 49 At the Museum: 90, 91, 93, 97, 105, 106, 109, 148, 150 |
| b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |
| c) Uses new vocabulary correctly. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |
| d) Makes comparisons to words and concepts already known. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |

| Viewing | |
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| 3. Demonstrates that he/she understand what they observe. | |
| a) Uses vocabulary relevant to observations. | Ready, Set, Go: 109 At Home: 15, 71 |
| b) Identifies emotions by observing faces in pictures and faces of peers and adults. | The following matches provide opportunities to meet this objective: At School: 148, 150, 151, 159, 164 At the Park: 10, 17 In the Garden: 39 |
| c) Asks appropriate questions about visual text and observations. | The following matches provide opportunities to meet this objective: At Home: 38, At School: 121, 150, 185 At the Park: 7, 16, 34, 41, 46, 80 At the Doctor's Office: 118, 175 In the Community: 6, 62 In the Garden: 34 At the Museum: 158 |
| d) Makes inferences and draws conclusions based on information from visual text. | At the Park: 19, 69, 75, 95 At the Doctor's Office: 119, 151 In the Community: 51, 67 |
| e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic. | Ready, Set, Go: 109 At Home: 35, 107 At the Park: 47, 69 At the Zoo: 151 In the Garden: 11, 43 At the Museum: 95, 99, 123, 131 |
| Representing | |
| 4. Demonstrates his/her ability to express their ideas using a variety of methods. | |
| a) Uses facial expressions, body language, gestures, and sign language to express ideas. | The following matches provide opportunities to meet this objective: At School: 147, 148, 150, 164 At the Park: 8 In the Garden: 37 At the Museum: 134 |
| b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone). | At Home: 91, 105 At the Park: 37 At the Museum: 121, 124 |
| c) Uses visual media to represent an actual experience. | The following matches provide opportunities to meet this objective: Ready, Set, Go: 109 At the Park: 19, 47, 69, 75, 95 At the Doctor's Office: 119, 151 In the Community: 12, 51 In the Community: 67 At the Zoo: 123, 151 In the Garden: 11, 43 At the Museum: 95 |
| d) Reviews and reflects on his/her own representations. | The following matches provide opportunities to meet this objective: Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| e) Writes and draws spontaneously to communicate meaning with peers or adults during play. | At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162 |
| Vocabulary | |
| 5. Demonstrates a growing receptive vocabulary. | |
| a) Understands and follows spoken directions. | Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 At School: 121, 134, 147, 179, 185 At the Park: 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 At the Doctor's Office: 135, 148, 160, 165, 183, 185, 190 In the Community: 7, 11, 15, 38, 43, 62, 65, 78 At the Zoo: 104, 127, 130, 151, 157, 161 In the Garden: 7, 37, 41, 46, 51, 52, 74 At the Museum: 97, 109, 163 |
| b) Identifies pictures related to words (show me the white dog). | At Home: 15, 43, 6, 106 At School: 131, 159, 188 At the Park: 22, 76, 108 At the Doctor's Office: 132, 160, 192 In the Community: 18, 48, 78 At the Zoo: 104, 132, 160 In the Garden: 20, 48, 76 At the Museum: 104, 132, 160 |

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| c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words). | Ready, Set, Go: 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 At Home: 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 At School: 127, 129, 131, 136, 149, 150, 151, 156 At the Park: 8, 19, 22, 44, 51, 93 At the Doctor's Office: 121 In the Community: 67 At the Zoo: 125, 146, 156, 162 In the Garden: 44 At the Museum: 158 |
| d) Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him. | Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 18, 22, 35, 37, 38, 41, 49, 51, 62, 67, 74, 75, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 6, 11, 22, 23, 34, 39, 62, 66, 74, 80, 90, 91, 95, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, 80 At the Zoo: 94, 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108, 150 |
| 6. Demonstrates a growing expressive vocabulary. | |
| a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation. | Ready, Set, Go: 64, 77 At the Zoo: 157 |
| b) Uses more complex words in conversation. | Ready, Set, Go: 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 At Home: 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 At School: 127, 129, 131, 136, 149, 150, 151, 156 At the Park: 8, 19, 22, 44, 51, 93 At the Doctor's Office: 121 In the Community: 67, At the Zoo: 125, 146, 156, 162 In the Garden: 44 At the Museum: 158 |
| c) Makes use of new and rare words introduced by adults or peers. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103, 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 164, 174, 180 In the Community: 42, 45, 68, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 96, 100, 147 |
| d) Correctly names picture when asked, "What is this?" | At Home: 14, 20 |
| e) Begins to use appropriate volume and speed so spoken message is understood. | Ready, Set, Go: 65 101 At Home: 7, 8, 9, 10, 14, 20, 22, 34, 38, 42, 62, 70, 90, 92, 98 At School: 118, 120, 128, 146, 148, 158, 176, 182 At the Park: 6, 41, 63, 100 At the Doctor's Office: 118, 164, 175 In the Community: 6, 35, 63, 91 At the Zoo: 119, 146 In the Garden: 13, 42, 62, 91 At the Museum: 119, 147 |
| f) Initiates conversations about a book, situation, event or print in the environment. | Ready, Set, Go: 79, 92, 107 At Home: 37, 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 125, 126, 130, 132, 134, 136, 147, 149, 156, 160, 161, 175, 176, 178, 180, 186, 190, 192 At the Park: 6, 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 73, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 21, 22, 34, 38, 42, 46, 50, 62, 64, 66, 69, 70, 74, 78 At the Zoo: 90, 94, 98, 105, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 91, 93, 94, 97, 98, 102, 105, 106, 109, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162 |
| Part B: English Language Arts and Literacy (From the NYS Common Core Learning Standards) | |
| READING STANDARDS FOR LITERATURE | |
| Key Ideas and Details | |
| 1. With prompting and support, ask and answer about detail(s) in a text. | At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150 |
| 2. With prompting and support, retell familiar stories. | Ready, Set, Go: 96 At Home: 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 At School: 119, 122, 174 At the Park: 16, 24, 45, 63, 108 At the Doctor's Office: 177, 182, 183, 187, 190 In the Community: 18, 53 At the Zoo: 102, 124 In the Garden: 50, 65, 79 At the Museum: 118 |

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| 3. With prompting and support, ask and answer questions about characters and major events in a story. | At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150 |
| Craft and Structure | |
| 4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). | Children have the opportunity to meet this objective each time a story is read aloud. For example, see: At Home: 18, 22, 35, 37, 74, 75, 90 At the Park: 6, 22, 62, 74, 91, 95 In the Community: 80 At the Zoo: 94 At the Museum: 148, 150 |
| 5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs). | At the Zoo: 155 At the Museum: 102, 132, 161 |
| 6. With prompting and support, can describe the role of an author and illustrator. | At Home: 6, 8, 10, 38, 49, 62, 74, 90 At the Park: 6, 42, 62 At the Doctor's Office: 162 In the Community: 62, 66 At the Zoo: 90, 151 In the Garden: 50 At the Museum: 92, 158 |
| Integration and Knowledge of Ideas | |
| 7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. | At Home: 8, 34, 100, 103, At School: 122, 186 At the Park: 6, 16, 24, 93 At the Doctor's Office: 175, 192, 193 In the Community: 36, 64, 71 At the Zoo: 108, 118, 130, 164 In the Garden: 7, 52, 65 At the Museum: 126, 151 |
| 8. Not applicable to literature. | |
| 9. With prompting and support, students will compare and contrast two stories relating to the same topic. | Ready, Set, Go: 92, 96 At Home: 8, 9, 34, 74, 99, 105 At School: 126, 132 In the Community: 62 At the Doctor's Office: 122, 127, 149 |
| a) With prompting and support, students will make cultural connections to text and self. | Ready, Set, Go! 53 At Home: 34, 90 At School: 118 At the Park: 6 At the Doctor's Office: 174 In the Community: 6, 25, 62 In the Garden: 34, 62 |
| Range of Reading and Level of Text Complexity | |
| 10. Actively engage in group reading activities with purpose and understanding. | At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150 |
| Responding to Literature | |
| 11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction). | Ready, Set, Go: 53 At Home: 34, 90, At School: 118 At the Park: 6 At the Doctor's Office: 174 In the Community: 6, 25, 62 In the Garden: 34, 62 |
| READING STANDARDS FOR INFORMATIONAL TEXT | |
| Key Ideas and Details | |
| 1. With prompting and support, ask and answer questions about details in a text. | At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150 |
| 2. With prompting and support, retell detail(s) in a text. | Ready, Set, Go: 96 At Home: 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 At School: 119, 122, 174 At the Park: 16, 24, 45, 63, 108 At the Doctor's Office: 177, 182, 183, 187, 190 In the Community: 18, 53 At the Zoo: 102, 124 In the Garden: 50, 65, 79 At the Museum: 118 |
| 3. With prompting and support, describe the connection between two events or pieces of information in a text. | Ready, Set, Go: 92, 96 At School: 126, 132 At the Doctor's Office: 122, 127, 149 |
| Craft and Structure | |
| 4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). | Children have the opportunity to meet this objective each time a story is read aloud. For example, see: At Home: 18, 22, 35, 37, 74, 75, 90 At the Park: 6, 22, 62, 74, 91, 95 In the Community: 80 At the Zoo: 94 At the Museum: 148, 150 |
| 5. Identify the front cover, back cover; displays correct orientation of book, page turning skills. | At Home: 6, 8, 10, 38, 49, 62, 74, 90 At the Park: 6, 42, 62 At the Doctor's Office: 162 In the Community: 62, 66 At the Zoo: 90, 151 In the Garden: 50 At the Museum: 92, 158 |

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| 6. With prompting and support, can describe the role of an author and illustrator. | At Home: 6, 8, 10, 38, 49, 62, 74, 90 At the Park: 6, 42, 62 At the Doctor's Office: 162 In the Community: 62, 66 At the Zoo: 90, 151 In the Garden: 50 At the Museum: 92, 158 |
| Integration and Knowledge of Ideas | |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). | At Home: 8, 34, 100, 103, At School: 122, 186 At the Park: 6, 16, 24, 93 At the Doctor's Office: 175, 192, 193 In the Community: 36, 64, 71 At the Zoo: 108, 118, 130, 164 In the Garden: 7, 52, 65 At the Museum: 126, 151 |
| 8. Not applicable to prekindergarten. | |
| 9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures). | Ready, Set, Go: 92, 96 At Home: 8, 9, 34, 74, 99, 105 At School: 126, 132 At the Doctor's Office: 122, 127, 149 In the Community: 62 |
| Range of Reading and Level of Text Complexity | |
| 10. With prompting and support, actively engage in group reading activities with purpose and understanding. | At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum: 94, 150 |
| READING STANDARDS: FOUNDATIONAL SKILLS | |
| NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. | |
| Print Concepts | |
| 1. Demonstrate understanding of the organization and basic features of print. | |
| a) Follow words from left to right, top to bottom, and page by page. | At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162 |
| b) Recognize that spoken words are represented in written language by specific sequences of letters. | Ready, Set, Go: 68 At School: 130 At the Park: 41 At the Museum: 98 At Home: 21 In the Garden: 45 |
| c) Understand that words are separated by spaces in print. | At Home: 21, 41 In the Garden: 45 |
| d) Recognize and name some upper /lowercase letters of the alphabet, especially those in own name. | Ready, Set, Go: 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 At Home: 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 At School: 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 At the Park: 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 At the Doctor's Office: 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 In the Community: 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 At the Zoo: 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 In the Garden: 8, 9, 36, 37, 43, 46, 67, 76 At the Museum: 91, 98, 107, 120, 125, 146, 156, 157 |
| e) Recognize that letters are grouped to form words. | At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162 |

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| f) Differentiate letters from numerals. | Ready, Set, Go: 95 At Home: 79, 81 In the Garden: 94 |
| Phonological Awareness | |
| 2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). | |
| a) Engage in language play (e.g., alliterative language, rhyming, sound patterns). | Ready, Set, Go: 98, 105, 109, 110 At Home: 9, 13, 35, 39, 43, 95, 101 At School: 125, 131, 164, 174, 178, 188 At the Park: 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 At the Doctor's Office: 124, 152, 192 In the Community: 15, 16, 18, 52, 67 At the Zoo: 104, 121, 128, 132, 152, 155, 160, 165 In the Garden: 12, 48, 62, 76, 78 At the Museum: 94, 96, 104, 106, 122, 146, 158 |
| b) Recognize and match words that rhyme. | Ready, Set, Go: 98, 105, 109, 110 At Home: 9, 13, 35, 39, 43, 95, 101 At School: 125, 131, 164, 174, 178, 188 At the Park: 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 At the Doctor's Office: 124, 152, 192 In the Community: 15, 16, 18, 52, 67 At the Zoo: 104, 121, 128, 132, 152, 155, 160, 165 In the Garden: 12, 48, 62, 76, 78 At the Museum: 94, 96, 104, 106, 122, 146, 158 |
| c) Demonstrate awareness of relationship between sounds and letters. | At Home: 14, 15, 53, 64, 70, 71, 72, 81, 101, 108 At School: 188, 189, 193 At the Park: 14, 67, 98 At the Doctor's Office: 120, 130 In the Community: 48, 78 At the Zoo: 126 At the Museum: 167 |
| d) With support and prompting, isolate and pronounce the initial sounds in words. | At Home: 12, 14, 15 At School: 120, 128, 158, 176 At the Park: 8, 14, 38 At the Doctor's Office: 120, 148, 176, 182 In the Community: 8, 12, 34, 64 At the Zoo: 92, 102, 120, 130, 136, 148 In the Garden: 8, 14, 36, 46 At the Museum: 90, 98, 120, 122, 130, 132 |
| Phonics and Word Recognition | |
| 3. Demonstrate emergent phonics and word analysis skills. | |
| a) With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. | At Home: 12, 15 At School: 120, 128, 158 At the Park: 838 At the Doctor's Office: 148, 176, 182 In the Community: 8, 12 At the Zoo: 92, 102, 130, 136, 148 In the Garden: 8, 14, 36 At the Museum: 98, 120, 122, 130 |
| b) Recognizes own name and common signs and labels in the environment. | Ready, Set, Go: 77, 93, 97 |
| Fluency | |
| 4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading). | At Home: 91 At School: 125 At the Park: 73 In the Community: 21, 69 At the Zoo: 105 At the Museum: 95 |
| WRITING STANDARDS | |
| Text Types and Purposes | |
| 1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...) | Ready, Set, Go: 80, 92, 95 At Home: 17, 39, 41, 42, 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 181, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 65, 66, 70, 74, 75, 78 At the Zoo: 90, 91, 94, 97, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 35, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 129, 130, 134, 146, 150, 154, 158, 159, 162 |
| 2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | Ready, Set, Go: 80, 92, 95 At Home: 17, 39, 41, 42, 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 181, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 65, 66, 70, 74, 75, 78 At the Zoo: 90, 91, 94, 97, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 35, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 129, 130, 134, 146, 150, 154, 158, 159, 162 |

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| <p>3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> | <p>Ready, Set, Go: 80, 92, 95 At Home: 17, 39, 41, 42, 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 181, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 65, 66, 70, 74, 75, 78 At the Zoo: 90, 91, 94, 97, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 35, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 129, 130, 134, 146, 150, 154, 158, 159, 162</p> |
| <p>Production and Distribution of Writing</p> | |
| <p>4. Not applicable to prekindergarten (begins in grade 3).</p> | |
| <p>5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.</p> | <p>Children have the opportunity to meet this objective each time they participate in a writing activity. For example, see: At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p> |
| <p>6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.</p> | <p>In the Garden: 37, 39 At the Museum: 106</p> |
| <p>Research to Build and Present Knowledge</p> | |
| <p>7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> | <p>At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p> |
| <p>8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Ready, Set, Go: 92, 96 At Home: 38, At School: 121, 126, 150, 185 At the Park: 7, 16, 34, 41, 46, 80 At the Doctor's Office: 118, 122, 127, 149, 175 In the Community: 6, 62 In the Garden: 34 At the Museum: 158</p> |
| <p>9. Not applicable to prekindergarten (begins in grade 4).</p> | |
| <p>Range of Writing</p> | |
| <p>10. Not applicable to prekindergarten (begins in grade 3).</p> | |
| <p>Responding to Literature</p> | |
| <p>11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</p> | <p>Ready, Set, Go: 92, 96 At School: 126, 132 At the Doctor's Office: 122, 127, 149</p> |

| SPEAKING AND LISTENING STANDARDS | |
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| Comprehension and Collaboration | |
| 1. With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups. | |
| a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 At School: 121, 134, 147, 179, 185 At the Park: 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 At the Doctor's Office: 135, 148, 160, 165, 183, 185, 190 In the Community: 7, 11, 15, 38, 43, 62, 65, 78 At the Zoo: 104, 127, 130, 151, 157, 161 In the Garden: 7, 37, 41, 46, 51, 52, 74 At the Museum: 97, 109, 163 |
| b) Engage in extended conversations. | Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131, 152, 156, 164, 174, 180 In the Community: 45, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 147 |
| c) Communicate with individuals from different cultural backgrounds. | At Home: 7, 34, 39, 62, 68, 91, 101 At School: 147, 148, 150, 152, 156, 157, 160, 162, 164, 174 At the Park: 6, 11, 35, 63, 80, 90, At the Doctor's Office: 118, 146 In the Community: 11, 38, 71, 101, At the Zoo: 125, 158 In the Garden: p. 9, 66 At the Museum: 119 |
| 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 18, 22, 35, 37, 38, 41, 49, 51, 62, 67, 74, 75, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 6, 11, 22, 23, 34, 39, 62, 66, 74, 80, 90, 91, 95, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, 80, At the Zoo: 94, 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108, 148, 150 |
| 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ready, Set, Go: 79, 92, 107 At Home: 37 At School: 147, 149, 160, 176, 178 At the Park: 6 At the Doctor's Office: 174 At the Museum: 90, 91, 93, 97, 105, 106, 109, 150 |
| Presentation of Knowledge and Ideas | |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Ready, Set, Go: 106 At School: 152, 184, 185 At the Park: 16, 44, 72, 100 At the Doctor's Office: 126, 131, 152 In the Community: 13, 68 At the Zoo: 124, 152 In the Garden: 12, 42, 70 At the Museum: 100 |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | At Home: 71, At School: 176, 187 At the Park: 15, At the Doctor's Office: 131 In the Community: 36 At the Zoo: 135 In the Garden: 47 At the Museum: 157 |
| 6. Demonstrate an emergent ability to express thoughts, feelings and ideas. | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |
| LANGUAGE STANDARDS | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| a) Print some upper- and lower-case letters (e.g., letters in their name). | Ready, Set, Go: 77, 93, 97 |
| b) Use frequently occurring nouns and verbs (orally). | Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100 |

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| c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) | Ready, Set, Go: 105 At Home: 8, 18, 24, 39, 62, 64, 67, 68, 70, 90, 94, 100 At School: 118, 119, 123, 135, 148, 149, 150, 154, 160, 174, 179 At the Park: 9, 18, 34, 42, 48, 53, 66, 67, 94 At the Doctor's Office: 121, 122, 146, 151 In the Community: 6, 41, 62, 67, 90 At the Zoo: 122, 146, 148, 153, 162 In the Garden: 6, 17, 38, 51, 70 At the Museum: 90, 94, 107, 132, 146, 148, 158 |
| d) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). | At the Museum: 98, 102, 104, 109, 110 |
| e) In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). | Ready, Set, Go: 110 |
| f) With guidance and support, produce and expand complete sentences in shared language activities. | Ready, Set, Go: 80, 82 At Home: 66 At the Park: 41, 44 In the Community: 67, 68 At the Zoo: 96, 152 In the Garden: 12, 42 |
| 2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| a) Capitalize the first letter in their name. | Ready, Set, Go: 66, 73, 93, 97, 101, 102, 105 At the Museum: 90, 105 |
| b) Attempt to write a letter or letters to represent a word. | At Home: 12, 14, 15, 25, 53, 64, 70, 71, 72, 81, 101, 108 At School: 159, 175, 188, 189, 193 At the Park: 14, 67, 80, 98 At the Doctor's Office: 120, 125, 130 In the Community: 48, 78 At the Zoo: 126 At the Museum: 133, 155, 167 |
| c) With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships. | At Home: 12, 14, 15, 25, 53, 64, 70, 71, 72, 81, 101, 108 At School: 159, 175, 188, 189, 193 At the Park: 14, 67, 80, 98 At the Doctor's Office: 120, 125, 130 In the Community: 48, 78 At the Zoo: 126 At the Museum: 133, 155, 167 |
| Knowledge of Language | |
| 3. Use knowledge of language and how language functions in different contexts. | In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 |
| Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i> . | |
| a) Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). | Ready, Set, Go: 68, 69, 70, 71, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100, 105 At Home: 6, 8, 10, 12, 17, 18, 20, 22, 24, 34, 35, 37, 39, 41, 46, 49, 50, 51, 62, 67, 68, 69, 70, 71, 72, 76, 78, 90, 92, 94, 95, 99, 100, 102, 105, 106 At School: 118, 120, 127, 129, 130, 131, 136, 148, 149, 150, 151, 154, 156, 162, 174, 179, 186 At the Park: 6, 7, 8, 10, 19, 22, 36, 42, 44, 48, 51, 62, 66, 71, 74, 75, 81, 90, 93, 94, 108 At the Doctor's Office: 118, 121, 122, 128, 134, 148, 150, 176, 181 In the Community: 6, 17, 21, 38, 63, 67, 70, 90, 94 At the Zoo: 125, 146, 156, 162 In the Garden: 6, 34, 40, 44, 46, 62, 65, 72 At the Museum: 92, 94, 100, 136, 146, 148, 158 |
| 5. With guidance and support, explore word relationships and nuances in word meanings. | |
| a) Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. | At the Park: 13 At the Zoo: 136, 163 In the Garden: 73, 75 At the Museum: 107, 127 |
| b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., <i>up, down, stop, go, in, out</i>). | At the Park: 91, 92, 93, 96, 97, 98, 100, 101, 102, 106, 110 |
| c) Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). | Ready, Set, Go: 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 At Home: 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 At School: 127, 129, 131, 136, 149, 150, 151, 156 At the Park: 8, 19, 22, 44, 51, 93 At the Doctor's Office: 121 In the Community: 67 At the Zoo: 125, 146, 156, 162 In the Garden: 44 At the Museum: 158 |

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| d) Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. | <i>In the Garden:</i> 39, 50, 54 |
| 6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts. | <i>Ready, Set, Go:</i> 68, 69, 70, 71, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100, 105 <i>At Home:</i> 6, 8, 10, 12, 17, 18, 20, 22, 24, 34, 35, 37, 39, 41, 46, 49, 50, 51, 62, 67, 68, 69, 70, 71, 72, 76, 78, 90, 92, 94, 95, 99, 100, 102, 105, 106 <i>At School:</i> 118, 120, 127, 129, 130, 131, 136, 148, 149, 150, 151, 154, 156, 162, 174, 179, 186 <i>At the Park:</i> 6, 7, 8, 10, 19, 22, 36, 42, 44, 48, 51, 62, 66, 71, 74, 75, 81, 90, 93, 94, 108 <i>At the Doctor's Office:</i> 118, 121, 122, 128, 134, 148, 150, 176, 181 <i>In the Community:</i> 6, 17, 21, 38, 63, 67, 70, 90, 94 <i>At the Zoo:</i> 125, 146, 156, 162 <i>In the Garden:</i> 6, 34, 40, 44, 46, 62, 65, 72 <i>At the Museum:</i> 92, 94, 100, 136, 146, 148, 158 |

Domain 5: Cognition and Knowledge of the World

MATHEMATICS (From the NYS Common Core Learning Standards)

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Mathematical Practices

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| a) Make sense of problems and persevere in solving them. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At School:</i> 152, 154, 155, 157, 160, 161, 166, 167 <i>At the Park:</i> 42, 43, 48, 50, 53, 54, 55 <i>At the Doctor's Office:</i> 150, 151, 156, 157, 163 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |
| b) Reason abstractly and quantitatively. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At School:</i> 152, 154, 155, 157, 160, 161, 166, 167 <i>At the Park:</i> 42, 43, 48, 50, 53, 54, 55 <i>At the Doctor's Office:</i> 150, 151, 156, 157, 163 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |
| c) Construct viable arguments and critique the reasoning of others. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At School:</i> 152, 154, 155, 157, 160, 161, 166, 167 <i>At the Park:</i> 42, 43, 48, 50, 53, 54, 55 <i>At the Doctor's Office:</i> 150, 151, 156, 157, 163 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |
| d) Model with mathematics. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At School:</i> 152, 154, 155, 157, 160, 161, 166, 167 <i>At the Park:</i> 42, 43, 48, 50, 53, 54, 55 <i>At the Doctor's Office:</i> 150, 151, 156, 157, 163 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |
| e) Use appropriate tools strategically. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At School:</i> 152, 154, 155, 157, 160, 161, 166, 167 <i>At the Park:</i> 42, 43, 48, 50, 53, 54, 55 <i>At the Doctor's Office:</i> 150, 151, 156, 157, 163 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |
| f) Attend to precision. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At School:</i> 152, 154, 155, 157, 160, 161, 166, 167 <i>At the Park:</i> 42, 43, 48, 50, 53, 54, 55 <i>At the Doctor's Office:</i> 150, 151, 156, 157, 163 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |
| g) Look for and make use of structure. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |
| h) Look for and express regularity in repeated reasoning. | <i>At Home:</i> 74, 75, 76, 77, 78, 79, 81, 82, 83 <i>At School:</i> 152, 154, 155, 157, 160, 161, 166, 167 <i>At the Park:</i> 42, 43, 48, 50, 53, 54, 55 <i>At the Doctor's Office:</i> 150, 151, 156, 157, 163 <i>At the Zoo:</i> 122, 123, 129, 131, 132, 139 <i>In the Garden:</i> 40, 43, 44, 45, 47, 54, 55 <i>At the Museum:</i> 93, 94, 95, 96, 97, 101, 103, 108, 110, 111 |

| Counting and Cardinality | |
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| Know number names and the count sequence. | |
| 1. Count to 20. | Ready, Set, Go: 69, 70 At Home: 6, 16, 17, 74, 80 At the Park: 15, 20, 49, 53, 63, 65, 70, 73 At the Doctor's Office: 121, 153, 163, 181, 187 In the Community: 13, 35, 50, 75 At the Zoo: 120, 121, 125, 127, 133 In the Garden: 40, 45, 51, 71 At the Museum: 100, 103, 104, 108 |
| 2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). | At Home: 75, 76, 77, 79, 81 At the Doctor's Office: 158, 163 At the Zoo: 91, 93, 122, 123 In the Garden: 51 At the Museum: 156 |
| Count to tell the number of objects. | |
| 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. | |
| a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | Ready, Set, Go: 68, 69, 99 At Home: 65, 74, 75, 76, 77, 101, 102, 104, 106, 108, 109 At School: 134, 175, 181, 191 At the Park: 15, 49, 73: In the Community: 25, 69 At the Zoo: 91, 125, 135 In the Garden: 45, 51 |
| b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | Ready, Set, Go: 83 At Home: 17, 74 At School: 130 At the Doctor's Office: 180 At the Zoo: 125 |
| c) Understand that each successive number name refers to a quantity that is one larger. | At Home: 74, 75, 76, 77, 79, 81 At the Zoo: 131, 133 |
| 4. Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. | At Home: 65, 74, 75 At School: 131 In the Garden: 45 |
| Compare numbers. | |
| 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects). | At Home: 73, 101, 104 At School: 131 At the Park: 69, 73, 101 At the Doctor's Office: 126, 180 In the Community: 41 At the Zoo: 161 At the Museum: 97, 160 |
| 6. Identify "first" and "last" related to order or position. | In the Garden: 15 |
| Operations and Algebraic Thinking | |
| Understand addition as adding to, and understand subtraction as taking from. | |
| 1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?). | At Home: 78 In the Garden: 40, 43, 44, 47 At the Museum: 94, 96, 101, 104, 108 |
| Understand simple patterns. | |
| 2. Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. | At Home: 6, 68, 69 At School: 193 At the Park: 94, 95, 96, 98, 99, 101, 103, 104, 105, 107, 109 At the Doctor's Office: 125, 129, 137, 157 In the Community: 75, 81 At the Zoo: 121, 130, 160, 164 In the Garden: 15, 35, 44 At the Museum: 93, 97, 103, 133 |

| Measurement and Data | |
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| Describe and compare measurable attributes. | |
| 1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light). | At School: 179 At the Doctor's Office: 150, 164, 178, 179, 181, 188, 190, 192 In the Community: 19 At the Zoo: 152, 159 In the Garden: 34, 66, 68 At the Museum: 125 |
| Sort objects and count the number of objects in each category. | |
| 2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10). | At Home: 17, 20, 21, 69, 72 At School: 133, 134, 165, 193 At the Park: 19, 73, 74, 107 At the Doctor's Office: 129, 136, 153, 157, 181, 185 In the Community: 71, 75 At the Zoo: 96, 103, 121, 133, 136 In the Garden: 15, 43, 74, 75, 77 At the Museum: 93, 103, 135, 152, 164 |
| Geometry | |
| Identify and describe shapes (squares, circles, triangles, rectangles). | |
| 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. | Ready, Set, Go: 100, 101, 102, 104 At the Park: 50, 95, 104, 110 |
| 2. Correctly name shapes regardless of size. | At School: 154, 155, 156, 157, 160, 161, 175, 190 At the Park: 9, 11, 77 At the Doctor's Office: 129, 157, 177, 181, 190 In the Community: 9, 65, 67 At the Zoo: 121 In the Garden: 17, 38, 51 At the Museum: 101, 147, 151 |
| Analyze, compare, and sort objects. | |
| 1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape). | At Home: 13 At School: 154, 156, 160, 161 At the Park: 42, 43, 44, 48, 49 |
| 2. Create and build shapes from components (e.g., sticks and clay balls). | At School: 156, 161 In the Garden: 67 |
| SCIENCE | |
| NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. | |
| Scientific Thinking | |
| 1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment. | |
| a) Uses senses to gather, explore, and interpret information. | Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153 |
| b) Manipulates and observes objects in his or her surroundings to develop conclusions. | At Home: 7, 23, 49, 51, 79, 94 At School: 129, 135, 153 At the Park: 9 At the Doctor's Office: 119 In the Community: 20 At the Zoo: 100, 109, 156 In the Garden: 7, 42, 45, 49, 65, 67 At the Museum: 153 |
| c) Makes observations and describes changes in objects, living things, and natural events in the environment. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |
| d) Organizes his or her observations of objects and events by identifying, classifying, etc. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |

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| e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation. | Ready, Set, Go: 100 At Home: 7, 46 In the Garden: 49 At the Museum: 150 |
| f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world. | At Home: 20, 48, 53, 79 At School: 153 At the Park: 14, 52, 62 At the Doctor’s Office: 185 In the Community: 19 At the Zoo: 109 In the Garden: 7, 13, 16, 35, 42, 63 At the Museum: 153 |
| 2. Tests predictions through exploration and experimentation. | |
| a) Gives oral, written or graphic explanations of what he/she wants to learn. | At Home: 20, 48, 53, 79 At School: 153 At the Park: 14, 52, 62 At the Doctor’s Office: 185 In the Community: 19 At the Zoo: 109 In the Garden: 7, 13, 16, 35, 42, 63 At the Museum: 153 |
| b) Uses a variety of tools and materials to test predictions through active experimentation. (Child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.) | At Home: 47 At School: 119 At the Doctor’s Office: 151 In the Garden: 49 |
| c) Replicates or changes the experimental approach. | At Home: 7, 23, 49, 51, 79, 94 At School: 129, 135, 153 At the Park: 9 At the Doctor’s Office: 119 In the Community: 20 At the Zoo: 100, 109, 156 In the Garden: 7, 42, 45, 49, 65, 67 At the Museum: 153 |
| d) Records and organizes data using graphs, charts, science journals, or other means of recording. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |
| 3. Generates explanations and communicates conclusions regarding their experiments and explorations. | |
| a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned. | At Home: 34, 38, 46, 79 At the Park: 23 At the Zoo: 118, 119, 146, 155 In the Garden: 62 |
| b) Identifies cause and effect relationships. | At Home: 73, At the Zoo: 146, 156 |
| c) Verifies predictions by explaining “how” and “why.” | At Home: 20, 48, 53, 79 At School: 153 At the Park: 14, 52, 62 At the Doctor’s Office: 185 In the Community: 19 At the Zoo: 109 In the Garden: 7, 13, 16, 35, 42, 63 At the Museum: 153 |
| d) Makes age appropriate, logical conclusions about investigations. | Ready, Set, Go: 96, 100, 104 At Home: 37, 95 At School: 131, 132 At the Park: 9 In the Garden: 7, 42, 45, 49, 65, 81 |
| e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations. | At the Park: 20 In the Garden: 62, 71 In the Community: 22, 23 |
| Earth and Space | |
| 4. Observes and describes characteristics of earth and space. | |
| a) Investigates and identifies properties of soil, rocks, and minerals. | In the Community: 13, 14, 20, 24 At the Zoo: 101 In the Garden: 13, 72 |
| b) Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas). | At Home: 37 At the Zoo: 100, 101 |
| c) Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds. | In the Garden: 34, 35, 53 At the Museum: 147, 148, 149, 150, 151, 152, 154, 155, 156, 157, 158, 159, 161, 162, 163, 164 |
| d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.). | At the Doctor’s Office: 134, 136, 163 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At Home: 6, 34, 37, 44, 50, At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162, 164 |

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| e) Expresses ways the environment provides natural resources that are needed by people (wood for lumber to build shelter, water for drinking). | At the Park: 20 In the Garden: 62, 71 |
| f) Demonstrates ways that each person is responsible for protecting our planet (recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.). | In the Community: 22, 23 |
| Living Things | |
| 5. Observes and describes characteristics of living things. | |
| a) Observes and discusses similarities, differences, and categories of plants and animals. | At the Park 16 In the Garden 23, 26, 27 |
| b) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows. | At the Park: 16, 19, 20, 21 |
| c) Explains why plants and animals need water and food. | At the Park: 20 In the Garden: 9, 16, 62 |
| d) Observes and discusses similarities, differences, and categories of plants and animals. | At the Park 16 In the Garden 23, 26, 27 |
| e) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows. | At the Park: 16, 19, 20, 21 |
| f) Explains why plants and animals need water and food. | At the Park: 20 In the Garden: 9, 16, 62 |
| g) Describes simple life cycles of plants and animals. | At the Zoo: 150, 151, 153, 154, 155, 156, 160 In the Garden: 10, 15 |
| h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.). | At the Park: 16, 18, 20, 27 In the Garden: 10, 15, 16, 23, 26, 27 |
| i) Recognizes that plants and animals have some characteristics of their “parents.” | At the Park: 16, 18, 19, 20 |
| j) Observes, describes, and compares the habitats of plants and animals. | At Home: 34, 38, 46, 79 At the Park: 23 At the Zoo: 118, 119, 146, 155 In the Garden: 62 |
| k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons. | At Home: 34, 35, 37, 40, 41, 43, 46, 47, 48, 49, 50, 52, 54, 55 |
| Physical Properties | |
| 6. Acquires knowledge about the physical properties of the world. | |
| a) Describes, compares, and categorizes objects based on their properties. | Ready, Set, Go: 70 At School: 119, 133 At the Park: 62, 69, 74, 75, 76, 77 At the Zoo: 104, 162 In the Garden: 15 |
| b) Uses senses to explore different environments (classroom, playground, field trips). | Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153 |

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| c) Recognizes and describes the effect of his/her own actions on objects. | The following matches provide opportunities to meet this objective: At Home: 44, 45 At the Museum: 160 |
| d) Describes tools and their specific functions (e.g., hammer for pounding nails). | At Home: 47, At School: 119, At the Doctor's Office: 151 In the Garden: 49 |
| e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales). | At the Park: 74, 75, 78 At the Zoo: 157 |
| f) Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.) | At Home: 47, At the Zoo: 103 In the Garden: 34, 35, 38, 41, 45, 48 |
| g) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces. | At the Park: 74, 75, 78 At the Zoo: 157 |
| h) Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water). | At Home: 7 At School: 123 At the Park: 37 In the Garden: 7 |
| SOCIAL STUDIES | |
| NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. | |
| Geography | |
| 1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. | |
| a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. | Ready, Set, Go: 75, 92 At Home: 63, 66, 80 At School: 147, 151, 180 At the Park: 16, 34, 44, 45, 62, 63, 65, 72, 78, 80, 100 At the Doctor's Office: 126, 152, 179, 180 In the Community: 6, 12 At the Zoo: 124, 152, 157 In the Garden: 6, 12, 42, 46, 70 At the Museum: 100, 147 |
| b) Describes how each person is unique and important. | Ready, Set, Go: 92 At Home: 63, 66 At School: 147, 151, 180 At the Park: 16, 44, 63, 65, 72, 100 At the Doctor's Office: 126, 152, 180 In the Community: 12 At the Zoo: 106, 124, 152 In the Garden: 12, 42, 46, 70 At the Museum: 100 |
| c) Identifies family members, family characteristics and functions. | At the Park: 15, 39, 51 In the Garden: 6 |
| d) Identifies as a member of a family. | At the Park: 15, 39, 51 In the Garden: 6 |
| e) States how families are similar and different. | Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147 |
| f) Describes his own community and/or cultural group. | Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147 |
| g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages). | The following matches provide opportunities to meet this objective: Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147 |
| h) Recognizes some community workers and describes what they do. | At Home: 97, 107 At School: 136 At the Doctor's Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154 |
| 2. Demonstrate awareness and appreciation of their own culture and other cultures. | |
| a) Talks about and/or shows items related to his/her family and cultural traditions to others. | The following matches provide opportunities to meet this objective: Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147 |

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| b) Questions why and/or how people are similar/different. | At Home: 67, 73 At the Park: 64 At the Museum: 146, 147, 149, 157 |
| c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture. | Ready, Set, Go: 75 At Home: 80 At the Park: 34, 45, 62, 72, 78, 80 At the Doctor's Office: 179 In the Community: 6 At the Zoo: 157 In the Garden: 6, At the Museum: 147 |
| d) Demonstrates an understanding of similarities and differences between and among individual people and families. | The following matches provide opportunities to meet this objective: At Home: 67, 73 At the Park: 64 At the Museum: 146, 147, 149, 157 |
| 3. Demonstrates knowledge of the relationship between people, places, and regions. | |
| a) Identifies features of own home and familiar places. | Ready, Set, Go: 96, 100, 104, 108, 110 At Home: 17, 21, 37, 49, 50 At School: 152 At the Park: 14, 15, 18, 22, 34, 38, 42, 45, 46, 49, 50, 62, 66, 69, 70, 74, 78, 90, 94, 98, 102, 106 At the Doctor's Office: 118, 122, 126, 130, 134, 146, 148, 150, 158, 162, 174, 178, 180, 182, 186, 190 In the Community: 10, 11, 14, 17, 18, 22, 34, 38, 41, 42, 46, 50, 62, 64, 66, 67, 70, 72, 74, 78, 79 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 132, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 160, 162 |
| b) Names the street, neighborhood, city or and town where he/she lives. | |
| c) Uses words that indicate direction, position and relative distance. | |
| d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.). | |
| e) Creates representations of topographical features in artwork, and/or while playing with blocks, sand or other materials. | |
| f) Is aware of his/her surroundings. | |
| History | |
| 4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities. | |
| a) Identifies routines and common occurrences in his/her life. | Daily routines established in Letter People allow children to become familiar and comfortable with all that will happen each day. |
| b) Identifies changes over time in him/herself, his/her families, and in his/her wider community. | Ready, Set, Go: 79 |
| c) Retells important events in sequential order. | Ready, Set, Go: 96 At Home: 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 At School: 119, 122, 174 At the Park: 16, 24, 45, 63, 108 At the Doctor's Office: 177, 182, 183, 187, 190 In the Community: 18, 53 At the Zoo: 102, 124 In the Garden: 50, 65, 79 At the Museum: 118 |
| d) Demonstrates interest in current events that relate to family, culture, and community. | Daily message/daily news routines established in Letter People allow children to become familiar and demonstrate interest in current family/community/school events. |
| e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like "when I was a baby..." or "before I moved to my new house." | At the Museum: 92, 93 |
| Civics, Citizenship, and Government | |
| 5. Demonstrates an understanding of roles, rights, and responsibilities. | |
| a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community. | At the Park: 15, 39, 51 In the Garden: 6 |
| b) Expresses that rules are for everyone. | At the Park: 39 |
| c) Identifies rules that protect him/herself and others. | Ready, Set, Go: 105 At Home: 24, 52, 93 At School: 130, 136, 162, 190 At the Park: 9, 52, 106 At the Doctor's Office: 124 In the Community: 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 At the Museum: 128 |

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| d) Explains that rules affect children and adults. | At the Park: 23 |
| e) Describes possible consequences when rules are not followed. | At the Park: 23 |
| 6. Begins to learn the basic civic and democratic principles. | |
| a) Participates in making group rules and/or rules for daily routines and transitions. | The following matches provide opportunities to meet this objective: Ready, Set, Go: 72, 96, 98 At Home: 50 At School: 131 At the Park: 10, 14 At the Museum: 136 |
| b) Follows rules and may remind others of the rules. | Ready, Set, Go: 67, 68 At Home: 10, 19, 43, 66 At School: 125, 174, 181, 183, 185, 186, 187, 189 At the Park: 51, 53 At the Doctor's Office: 127 At the Zoo: 128, 134 At the Museum: 126 |
| c) Applies the skills of communication, cooperation, respect and empathy with others. | At School: 148, 150, 151, 159, 164 At the Park: 10, 17 In the Garden: 39 |
| d) Demonstrates preferences and choices by participating when the class votes to make simple decisions. | Ready, Set, Go: 72, 96, 98 At Home: 50 At School: 131 At the Park: 10, 14 At the Museum: 136 |
| Economics | |
| 7. Develops a basic understanding of economic concepts within a community. | |
| a) Demonstrates an understanding that money is needed to exchange for some goods and services. | At Home: 97, 107 At School: 136 At the Doctor's Office: 123, 149, 164 In the Community: 35, 63 At the Zoo: 106 At the Museum: 154 |
| b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money. | |
| c) Recognizes the roles/contributions of community workers as they produce goods/services that people need. | |
| d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards). | |
| Career Development | |
| 8. Demonstrates interest and awareness about a wide variety of careers and work environments. | |
| a) Asks questions about and shows an interest in the jobs of his/her family members and/or "community helpers." | At Home: 97, 107 At School: 136 At the Doctor's Office: 123, 164 In the Community: 63 At the Zoo: 106 At the Museum: 154 |
| b) Recognizes that people depend on "community helpers" to provide goods and services. | |
| c) Identifies the tools and equipment that correspond to various roles and jobs. | |
| d) Takes on the role of a "community helper", e.g., dramatic play or in acting out a story or song. | |
| e) Indicates an interest in a future career by making statements like, "I want to be a firefighter when I grow up." | |
| f) Talks about a parent's, relative's or neighbor's job. | |

| THE ARTS | |
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| Visual Arts | |
| 1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. | |
| a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.). | At the Park: 81 At the Doctor's Office: 132 In the Community: 48, 80 At the Zoo: 91, 165 |
| b) Shows an interest in what can be created with tools, texture, color and technique. | At the Park: 37 In the Community: 19, 65, 37, 77 In the Garden: 8, 17, 64 At the Museum: 120, 121, 124, 153 |
| c) Uses materials to build and create "pieces" that represent another item (blocks become a castle; clay becomes a snake) | At Home: 91, 105 At the Park: 37 At the Museum: 121, 124 |
| d) Chooses materials and subjects with intent and purpose. | At Home: 91, 105 At the Park: 37 At the Museum: 121, 124 |
| e) Paints, draws and constructs models based on observations. | Ready, Set, Go: 73, 75, 95, 101, 105, 107 At Home: 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 At School: 127, 137, 157, 159, 181, 188, 189 At the Park: 10, 11, 15, 23, 35, 46, 49, 50, 102 In the Community: 63, 71, 80 At the Zoo: 97, 129, 163 In the Garden: 7, 11, 35, 37, 39, 77 At the Museum: 91, 97, 109, 147, 149, 154 |
| 2. Responds and reacts to visual arts created by themselves and others. | |
| a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. | At the Park: 37 In the Community: 19, 65, 37, 77 In the Garden: 8, 17, 64 At the Museum: 120, 121, 124, 153 |
| b) Identifies similarities and differences among samples of visual art. | |
| c) Shares opinions about visual arts, creations, and experiences. | |
| Music | |
| 3. Expresses oneself by engaging in musical activities. | |
| a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. | At Home: 99, 101 At School: 134, 146, 176 At the Park: 64, 70 In the Garden: 8, 9, 17 At the Museum: 120, 124 |
| b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings. | |
| c) Engages in music activities having different moods, tempos, and rhythms. | |
| d) Uses and explores traditional and non-traditional sound sources including those that are electronic. | |
| e) Creates sounds using traditional instruments (bells, drums, recorders, etc.) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water). | |

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| 4. Responds and reacts during musical activities. | |
| a) Observes a variety of musical performances, both vocal and instrumental. | At the Park: 37 In the Community: 19, 65, 37, 77 In the Garden: 8, 17, 64 At the Museum: 120, 121, 124, 153 |
| b) Moves and keeps rhythm to different kinds of music. | |
| c) Reacts to music through oral, written or visual expression. | |
| d) Compares and contrasts different samples of music. | |
| e) Expresses his/her preference for certain kinds of music. | |
| f) Repeats, responds and/or reacts to lyrics and/or melodies. | |
| Theatre/Dramatic Play | |
| 5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences. | |
| a) Represents fantasy, real-life, imagination, and literature through dramatic play. | At Home: 91, 95, 97, 105, 107 At School: 125, 149, 177, 187 At the Park: 15, 23, 35, 37, 45, 63, 71, 81, 93, 101 At the Doctor's Office: 123, 137, 149, 177 In the Community: 7, 17, 73 At the Zoo: 93, 135 In the Garden: 35, 53, 63, 79 At the Museum: 99, 105, 121, 124, 129, 155, 156, 161 |
| b) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone. | |
| c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story. | |
| d) Uses basic props, and costume pieces to establish time, setting, and character. | |
| 6. Responds and reacts to theater and drama productions. | |
| a) Demonstrates age-appropriate behavior when observing theatre and drama. | Children have the opportunity to meet this indicator each time they watch dramatic performances. For example, see: At School: 160, 162, 164 At the Park: 93 At the Museum: 108 |
| b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions. | At Home: 13, 17, 63, 66 In the Community: 7, 13, 17, 73 At the Zoo: 93, 101, 109, 135 In the Garden: 62 |
| Dance/Creative Movement | |
| 7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement. | |
| a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement. | Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 |
| b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm. | |
| c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.). | |
| d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances. | |
| e) Demonstrates a wide variety of movements and positions. | |

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| f) Learns simple, repetitive dance steps and routines. | Ready, Set, Go: 66, 104 At Home: 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 At School: 127, 146, 185 At the Park: 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 At the Doctor's Office: 124, 152, 153, 159, 164, 179 In the Community: 63, 65 At the Zoo: 101, 120, 160, 164 In the Garden: 9, 64 At the Museum: 97, 102 |
| g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence. | |
| 8. Responds and reacts to dance and creative movement. | |
| a) Imitates parts of dance or movement activity that he/she enjoys. | At Home: 99, 101 At School: 134, 146, 176 At the Park: 64, 70 In the Garden: 8, 9, 17 At the Museum: 120, 124 |
| b) Compares and contrasts different forms of dance. | At School: 185 At the Park: 36, 37, 41, 54 |
| c) Demonstrates age appropriate audience behavior when observing dance and creative movement productions. | At School: 185 At the Park: 36, 37, 41, 54 |
| d) Demonstrates interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story). | At the Park: 36, 37, 38, 45 |
| Cultural Differences | |
| 9. Expresses an understanding of artistic difference among cultures. | |
| a) Compares his/her artistic creations with those from other cultures. | At the Park: 34, 45, 46, 62, 73 |
| b) Describes similarities and differences in dance and creative movements from other cultures. | At the Park: 34, 45, 46, 62, 73 At the Museum: 120 |
| c) Distinguishes between different sounds of music and types of instruments from other cultures. | At the Park: 34, 45, 46, 62, 73 At the Museum: 121 |
| d) Discusses and dramatizations from various cultures. | At the Park: 34, 45, 46, 62, 73 |
| TECHNOLOGY | |
| NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow. | |
| Foundations to Technology | |
| 1. Describes types of materials and how they're used. | |
| a) Discusses or describes characteristics of materials in the environment. | Ready, Set, Go: 70 At Home: 7, 18, 19, 20, 21, 23 At School: 118, 120, 121, 122, 123, 125, 129, 135, 137 At the Park: 9, 20, 37, 62, 75, 78, 79, 106 In the Community: 20, 49 At the Zoo: 109, 147 In the Garden: 13, 35, 42, 45, 49, 69, 73, 79 At the Museum: 119, 121, 128, 130, 131, 132, 133, 134, 135, 136, 153 |
| b) Explains some uses for materials, e.g., wood, fur, plastic. | At Home: 9, 17, 45 At School: 127, 181, 189 At the Park: 23 In the Garden: 11, 37, 77 At the Museum: 149, 154 |
| c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools). | The following matches provide opportunities to meet this objective: Ready, Set, Go: 73, 75, 95, 101, 105, 107 At Home: 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 At School: 127, 137, 157, 159, 181, 188, 189 At the Park: 10, 11, 15, 23, 35, 46, 49, 50, 102 In the Community: 63, 71, 80 At the Zoo: 97, 129, 163 In the Garden: 7, 11, 35, 37, 39, 77 At the Museum: 91, 97, 109, 147, 149, 154 |
| 2. Explores and uses various types of tools appropriately. | |
| a) Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave). | At School: 179, 189 At the Park: 101 |

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| b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine). | Ready, Set, Go: 109 At the Park: 19, 47, 69, 75, 95 At the Doctor's Office: 119, 151 In the Community: 12, 51 In the Community: 67 At the Zoo: 123, 151 In the Garden: 11, 43 At the Museum: 95 |
| c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever). | At Home: 39 In the Garden: 13, 14, 35, 43, 49, 66, 75, 81 At the Museum: 150 |
| d) Uses common tools to create simple objects or structures. | At the Park: 11, 17, 23 |
| e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.). | The following matches provide opportunities to meet this objective: Ready, Set, Go: 73, 75, 95, 101, 105, 107 At Home: 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 At School: 127, 137, 157, 159, 181, 188, 189 At the Park: 10, 11, 15, 23, 35, 46, 49, 50, 102 In the Community: 63, 71, 80 At the Zoo: 97, 129, 163 In the Garden: 7, 11, 35, 37, 39, 77 At the Museum: 91, 97, 109, 147, 149, 154 |
| 3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems. | |
| a) Identifies examples of technology used in daily life (e.g., telephone, computers, car). | The following matches provide opportunities to meet these objectives: Ready, Set, Go: 109 At the Park: 19, 47, 69, 75, 95 At the Doctor's Office: 119, 151 In the Community: 12, 51 In the Community: 67 At the Zoo: 123, 151 In the Garden: 11, 43 At the Museum: 95 |
| b) Describes how technology can make finding information, completing tasks and solving problems faster and easier. | |
| c) Explains the purpose of specific technologies. | |
| Using Technology | |
| 4. Understands the operation of technology systems. | |
| a) Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine). | Ready, Set, Go: 109, 111 At Home: 7, 9, 10, 15, 35, 71, 101 At School: 127, 159, 179, 185 At the Park: 13, 69, 75, 77, 95, 103 At the Doctor's Office: 119, 131, 151, 159, 183 In the Community: 19, 41, 51, 67, 79 At the Zoo: 107, 127, 151 In the Garden: 11, 37, 39 At the Museum: 95, 151 |
| b) Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy). | Ready, Set, Go: 109 At Home: 15, 71 |
| c) Gives examples of how technological systems are used (e.g., internet, cameras, cell phones). | At the Museum: 139 |
| 5. Uses the knowledge of technology to increase learning. | |
| a) Uses computer to write, draw and explore concepts. | Ready, Set, Go: 109 At the Park: 19, 47, 69, 75, 95 At the Doctor's Office: 119, 151 In the Community: 12, 51 In the Community: 67 At the Zoo: 123, 151 In the Garden: 11, 43 At the Museum: 95 |
| b) Learns basic skills by using age appropriate computer programs. | Ready, Set, Go: 109, 111 At Home: 7, 9, 10, 15, 35, 71, 101 At School: 127, 159, 179, 185 At the Park: 13, 69, 75, 77, 95, 103 At the Doctor's Office: 119, 131, 151, 159, 183 In the Community: 19, 41, 51, 67, 79 At the Zoo: 107, 127, 151 In the Garden: 11, 37, 39 At the Museum: 95, 151 |
| c) Uses technology tools independently (e.g., instructional media games, digital cameras). | Ready, Set, Go: 109 At Home: 35, 107 At the Park: 47, 69 At the Zoo: 151 In the Garden: 11, 43 At the Museum: 95, 99, 123, 131 |