

1. Me and You				2. Our Community				3. Let's Investigate				4. Discover Animals				5. Healthy Me				6. Let's Create				7. Our Earth				8. Ready, Set, Go			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4	8.1	8.2	8.3	8.4

Mind Builder Skills

Social Development

Child shows competence initiating social interactions. (I.C.3)										◆						●	■				◆	◆										
Child interacts with a variety of playmates and may have preferred friends. (I.C.7)				◆												●					◆	◆										
Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults. (I.C.1)	■	■			◆											◆		◆				◆										
Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. (I.C.4)				■	●						◆										◆		■					■	◆			
Child demonstrates empathy and caring for others. (I.C.6)				●			◆								◆			■	■	■●			●			◆		●	◆			
Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. (I.C.4)				■	●						◆										◆		■					■	◆			
Child initiates problem-solving strategies and seeks adult help when necessary. (I.C.5)		●	●	●		●			●	●					●			■	■	■	■		■	◆	◆			■	■	●	●	
Child follows classroom rules and routines with occasional reminders from teacher. (I.B.1.a)					●											■	■		■								◆					
Child takes care of and manages classroom materials. (I.B.1.b)							◆									■	■								●			●				
Child assumes various roles and responsibilities as part of a classroom community. (I.C.2)							◆									■	■							●			●					

Emotional Development

Child shows self-awareness and can express pride in age-appropriate abilities and skills. (I.A.2)	◆				■								■								■	■	■		■					●	●	■	●	●
Child is aware of where own body is in space and respects personal boundaries. (I.A.1)					■	■									●		●	●	◆															
Child shows reasonable opinion of his own abilities and limitations. (I.A.3)																					■	■			●					●	■	●		
Child begins to understand difference and connection between emotions/feelings and behaviors. (I.B.2.a)	●	●	◆						◆		●					●					●								■	●				
Child can communicate basic emotions/feelings. (I.B.2.b)	●	●							◆		●										●	◆						■	■	●				
Child demonstrates an understanding that others have perspectives and feelings that are different from her own. (I.D.1)	■	●	■			◆		■	■					●							◆							●	■					
Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. (I.B.2.c)				◆												●													■					

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Mind Builder Skills (continued)

Identify and verbalize needs.										◆						●		■														
Manage transitions and adapt to change in activities or situations.		■																					■		■						◆	
Reframe the narrative in order to persist and self-motivate.													◆				●		●		■									●		
Tolerate frustration as a step to learning.					◆						■				●																	

Executive Function

Child sustains attention to personally chosen or routine (teacher directed) tasks until completed. (I.B.3.a)			◆		■					●				■	◆		■														●			
Child remains focused on engaging group activities for up to 20 minutes at a time. (I.B.3.b)					■		◆			●				■		■				■														
Child regulates his own behavior with occasional reminders or assistance from teacher. (I.B.1.c)	■		■															◆								●								
Child shows initiative in independent situations and persists in attempting to solve problems. (I.A.4)			■			●	●	●						●		●		■	■	■	■			■	◆	◆	◆	■		■	●	●	■	■
Develop working memory to solve problems and accomplish goals.			◆											■		◆	●					◆		◆		◆								
Make plans and take steps toward a goal.										■										●	●	●												
Classify and organize to group and arrange items.					◆		◆	■		■	■		■	◆	◆	■					●		■		■	■								
Child initiates problem-solving strategies and seeks adult help when necessary. (I.C.5)		●	●	●		●			●	●			●		●		■	■	■			◆	◆			■	■	●	●					
Child demonstrates an understanding that others have perspectives and feelings that are different from her own. (I.D.1)	■	●	■		◆		■	■					●				◆				◆							●	■					
Show flexible thinking and behavior.							■																											

Motivation and Creativity

Show curiosity by asking "why" questions to learn more.			■							●		●	■	■	■	◆																	
Child shows initiative in independent situations and persists in attempting to solve problems. (I.A.4)			■			●	●	●						●		●		■	■	■	■			■	◆	◆	■		■	●	●	■	■
Child initiates problem-solving strategies and seeks adult help when necessary. (I.C.5)		●	●	●		●			●	●			●		■	■	■					◆	◆			■	●	●					
Ask and answer questions in order to learn or share information.								■		■			◆		■	■	●			■						●	●						
Use imagination to think about or picture something.			■			●		●					◆	■	◆				■	■					◆								●
Try a new approach or new tasks.					●	■	●																					■					■
Talk and share.	■					■					■					■	■	●	●					■		■	■				■	◆	
Make connections between situations.								◆				■				■	●	◆				●	■		■	■							

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Language Skills (continued)

Child uses a large speaking vocabulary, adding several new words daily. (II.D.4)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child uses a wide variety of words to label and describe people, places, things, and actions. (II.D.1)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child shows understanding by responding appropriately. (II.A.1)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. (II.E.2)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child demonstrates understanding of terms used in the instructional language of the classroom. (II.D.2)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. (II.D.5)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child perceives differences between similar sounding words. (II.C.2)			■																													

Sentence Structure

Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object orders. (II.E.1)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. (II.E.2)		■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child uses sentences with more than one phrase. (II.E.3)																																
Child combines more than one idea using complex sentences. (II.E.4)																																
Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. (II.E.5)																																
Child uses single words and simple phrases to communicate meaning in social situations. (II.E.7)		■			■																											
Child attempts to use new vocabulary and grammar in speech. (II.E.8)			■																													

World Languages

Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL) (II.D.6)			■	■				■									■	■							■	■						
Child engages in various forms of nonverbal communication with those who do not speak her native language. (II.E.6)	■	■																														■

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Literacy Skills																																					
Reading Motivation																																					
Child engages in prereading and reading-related activities. (III.A.1)	●		●	●							●				●										■		■		●	◆							
Child self-selects books and other written materials to engage in prereading behaviors. (III.A.2)		●	●	●					●				■			◆													●	●							
Child recognizes that text has meaning. (III.A.3)	●	●	●						●	●																				◆				◆			
Phonological Awareness																																					
Child separates a normally spoken four-word sentence into individual words. (III.B.1)	■			■	●	●		■		■											■		■	◆			◆										
Child combines words to make a compound word. (III.B.2)									●								■									■		■									●
Child deletes a word from a compound word. (III.B.3)													●					■					◆			■											
Child blends syllables into words. (III.B.4)						●			●							◆			●								●		■							■	
Child can segment a syllable from a word. (III.B.5)		◆				●			●			●				■	◆		●							●		■	■								
Child can recognize rhyming words. (III.B.6)							●				●				●	●		●	●	●	●	■	◆	■	●	●	●	●	●	●	●	●	●	●	●	◆	
Child can produce a word that begins with the same sound as a given pair of words. (III.B.7)	■	■	●	●	●	●	●	●	●	●	●	●	●	●	●	◆	●	●	●	●	●	●	●	●	■	●	●	●	●	●	●	●	●	●	●	●	
Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. (III.B.8)	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	
Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. (III.B.9)																																				●	
Alphabet Knowledge																																					
Child names at least 20 uppercase and at least 20 lowercase letters in the language of instruction. (III.C.1)			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	■	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	■	●
Child recognizes at least 20 distinct letter sounds in the language of instruction. (III.C.2)			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	◆	●	●	●	●	●	
Child produces at least 20 distinct letter-sound correspondences in the language of instruction. (III.C.3)			●	●	●	●	●	●	●	●	●	●	●	■	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	■	●	
Read-Aloud Comprehension																																					
Child retells or re-enacts a story after it is read aloud. (III.D.1)	●	●	●	●					●		●	●		●	■	■	●	■	●	●	■	◆	●	■	●	●	●	●	●	●	●	●	●	●	●	●	
Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. (III.D.2)	●	●		●	●			●	◆	■	●	●	●	●	■	■	●	■	■	●	●	●	●	●	●	●	●	●	●	●	●	●	●	■	■	■	

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Literacy Skills (continued)																																										
Child asks and responds to questions relevant to the text read aloud. (III.D.3)			●					■	■					●	■	●										■	●			●	◆	●	●	■	●					■		
Child will make inferences and predictions about text. (III.D.4)			●			●	●								●			■	●				●										■	◆		●			●	●		
Child self-selects books and other written materials to engage in prereading behaviors. (III.A.2)		●	●	●						●					■				◆														●	●								
Print Concepts																																										
Child recognizes that text has meaning. (III.A.3)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Child engages in prereading and reading-related activities. (III.A.1)	●	■	●	●	●	■	●	●	●	●	■	●	●	●	●	●	■	●	●	●	●	●	■	●	●	■	●	■	●	■	●	●	●	●	●	●	●	●	●	●		
Child can distinguish between elements of print including letters, words, and pictures. (III.E.1)	■	■	●	●	●	●	●	●	●	●	●	●	■	●	●	●	●	■	●	●	●	●	●	●	●	■	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Child demonstrates understanding of print directionality including left to right and top to bottom. (III.E.2)			●			●				●			●			●																										
Child can identify some conventional features of print that communicate meaning including end punctuation and case. (III.E.3)			●							●									●			●											●									
Writing																																										
Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. (IV.A.1)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Child independently writes to communicate his/her ideas for a variety of purposes. (IV.A.2)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child discusses and contributes ideas for drafts composed in whole- / small-group writing activities. (IV.B.1)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child interacts and provides suggestions to revise (add, takeout, change order) and edit (conventions) class-made drafts. (IV.B.2)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child shares and celebrates class-made and individual written products. (IV.B.3)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Child writes own name (first name or frequent nickname) using legible letters in proper sequence. (IV.C.1)		●												●																												
Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. (IV.C.2)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	■	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Child independently uses letters to make words or parts of words. (IV.C.3)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	■	●	●	●	●	●	●	●	●	
Child uses appropriate directionality when writing (top to bottom, left to right). (IV.C.4)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	■	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Child begins to experiment with punctuation when writing. (IV.C.5)														●						●													■									

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Math Skills																																								
Counting																																								
Child knows that objects, or parts of an object, can be counted. (V.A.1)	■	◆		■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	
Child uses words to rote count from 1 to 30. (V.A.2)	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	
Child counts 1–10 items, with one count per item. (V.A.3)		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆
Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted. (V.A.4)	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	
Child counts up to 10 items and demonstrates that the last count indicates how many items were counted. (V.A.5)		◆	■		■	■	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	
Child demonstrates understanding that when counting, the items can be chosen in any order. (V.A.6)			■	◆		■		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆
Child uses the verbal ordinal terms. (V.A.7)				◆				◆																																
Child verbally identifies, without counting, the number of objects from 1 to 5. (V.A.8)			◆																																					
Child recognizes one-digit numerals, 0–9. (V.A.9)	◆	◆						◆		◆								◆																					◆	
Operations																																								
Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. (V.B.1)											◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆	
Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set. (V.B.2)										◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆		◆
Child uses informal strategies to separate up to 10 items into equal groups. (V.B.3)			◆				■						◆																											
Geometry																																								
Child names common shapes. (V.C.1)	■	◆					◆	■	◆	◆	■	■	◆									◆	◆	■	■	◆														
Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. (V.C.4)						◆	◆							■									◆																	
Child creates shapes. (V.C.2)	◆					◆	◆	◆														◆	◆		■															
Spatial Sense																																								
Child demonstrates use of location words (such as over, under, above, on, beside, next to, between, in front of, near, far, etc.). (V.C.3)	■	■	◆	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	■	◆	■	
Measurement																																								
Child recognizes and compares heights or lengths of people or objects. (V.D.1)	◆		◆			■	◆			■	■	◆		◆			■				◆	■																	◆	

■ = Skill addressed in Language lesson ■ = Skill addressed in Literacy lesson ◆ = Skill addressed in Math lesson

1. Me and You				2. Our Community				3. Let's Investigate				4. Discover Animals				5. Healthy Me				6. Let's Create				7. Our Earth				8. Ready, Set, Go			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4	8.1	8.2	8.3	8.4

Math Skills (continued)

Child recognizes how much can be placed within an object. (V.D.2)										●	◆	◆		◆					■	◆		◆									
Child informally recognizes and compares weights of objects or people. (V.D.3)	◆					◆				■	●	◆	■	◆		◆						◆									
Child uses language to describe concepts associated with the passing of time. (V.D.4)			●		●	◆					●	■											◆	■	●				■	●	◆

Classification

Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. (V.E.1)	●		■	◆	■	■	■		■	◆	■		◆		◆	■	●	◆			■	■	●	◆		■		■	●		■	
Child collects data and organizes it in a graphic representation. (V.E.2)							●			◆	◆					■			◆			◆					●			◆		

Patterns

Child recognizes and creates patterns. (V.E.3)							●		■				◆			◆	◆				◆	◆				◆		●			
--	--	--	--	--	--	--	---	--	---	--	--	--	---	--	--	---	---	--	--	--	---	---	--	--	--	---	--	---	--	--	--

Science Skills

Scientific Thinking

Child observes, investigates, describes, and discusses properties and characteristics of common objects. (VI.A.1)	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆	■	◆
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Physical Science

Child observes, investigates, describes, and discusses properties and characteristics of common objects. (VI.A.1)					◆		◆	■	●		■	●			◆	■			◆		■		●	◆	■	■					
Child observes, investigates, describes, and discusses position and motion of objects. (VI.A.2)							■	◆			■	◆	■	◆				◆			◆		●		■	◆			■	●	
Child uses simple measuring devices to learn about objects. (VI.A.3)						◆				■	◆										■		●						◆		
Child observes, investigates, describes, and discusses sources of energy, including light, heat, and electricity. (VI.A.4)							■	●	◆												■	◆		■	●	◆	◆				

Life Science

Child observes, investigates, describes, and discusses the characteristics of organisms. (VI.B.1)					●		●			●	◆	◆	■	◆	●									■	◆	●			■	■	
Child describes life cycles of organisms. (VI.B.2)							◆				◆	◆	■		■							■	■	◆				■	●		
Child observes, investigates, describes, and discusses the relationship of organisms to their environments. (VI.B.3)	◆				■	●		◆	◆			■	●	◆	■	◆						■	◆	■	◆	■			■	■	

1. Me and You				2. Our Community				3. Let's Investigate				4. Discover Animals				5. Healthy Me				6. Let's Create				7. Our Earth				8. Ready, Set, Go			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4	8.1	8.2	8.3	8.4

Science Skills (continued)

Earth and Space Science

Child observes, investigates, describes, and discusses earth materials and their properties and uses. (VI.C.1)						■	◆	●			◆	◆		■							■	◆			■	◆	◆				
Child identifies, observes, and discusses objects in the sky. (VI.C.2)					■				■	◆				◆								■	◆	◆	◆	■	●	◆			
Child observes and describes what happens during changes in the earth and sky. (VI.C.3)									■	◆												■	◆	◆	◆						
Child demonstrates the importance of caring for our environment and our planet. (VI.C.4)					■									◆												■	◆				

Social Studies Skills

People, Past and Present

Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences. (VII.A.1)	■	◆		■	■	●	●	●		●						●								■							
Child identifies similarities and differences in characteristics of families. (VII.A.2)	■	●		■	◆		●		●																				■		
Child connects their life to events, time, and routines. (VII.A.3)		■	●	■	●	◆	◆	◆					●			■										■				◆	

Economics

Child demonstrates that all people need food, clothing, and shelter. (VII.B.1)	◆			●		■	●			◆	◆					■	■	◆	◆				■	◆			■				
Child demonstrates understanding of what it means to be a consumer. (VII.B.2)	◆											■					■	◆	◆							●					
Child discusses the roles and responsibilities of family, school, and community helpers. (VII.B.3)	◆		◆		■	◆	■	■	◆	◆							■	◆	◆								●			■	◆

Geography

Child identifies and creates common features in the natural environment. (VII.C.1)					◆	◆	●		◆	■				◆									■	◆	◆	■					●
Child explores geography tools and resources. (VII.C.2)	◆			◆	■	■	◆		●												●						■				

Citizenship

Child identifies flags of the United States and Texas. (VII.D.1)					◆																										●	◆	
Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence. (VII.D.2)	■	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Child engages in voting as a method for group decision-making. (VII.D.3)		■		■	●	●										■											●				◆		

1. Me and You				2. Our Community				3. Let's Investigate				4. Discover Animals				5. Healthy Me				6. Let's Create				7. Our Earth				8. Ready, Set, Go			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4	8.1	8.2	8.3	8.4

Fine Arts Skills

Art																																														
Child uses a variety of art materials and activities for sensory experience and exploration. (VIII.A.1)			■		■		■	●	◆	●						●						◆	●								◆															
Child uses art as a form of creative self-expression and representation. (VIII.A.2)	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆		
Child demonstrates interest in and shows appreciation for the creative work of others. (VIII.A.3)					●	●	■																	■	●	■																				
Music																																														
Child participates in classroom music activities, including singing, playing musical instruments, and moving to rhythms. (VIII.B.1)	●	●	●	●				◆	●	●			●	●	●	●	●	●	◆	●	●			■	●	●	●						●							●	●	●	●			
Child responds to different musical styles through movement and play. (VIII.B.2)	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆
Drama																																														
Child creates or recreates stories, moods, or experiences through dramatic representations. (VIII.C.1)	●	●	●	■	●	■	■	■	●	■	●	●	■	■	●	●	●	●	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

Physical Development Skills

Gross Motor																																															
Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). (IX.A.1)	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆			
Child coordinates sequence of movements to perform tasks. (IX.A.2)	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	
Fine Motor																																															
Child shows control of tasks that require small-muscle strength and control. (IX.B.1)	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	
Child shows increasing control of tasks that require eye-hand coordination. (IX.B.2)	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	●	◆	
Safety																																															
Child practices good habits of personal safety. (IX.C.1)																■								■	●	◆																		■			
Health																																															
Child practices good habits of personal health and hygiene. (IX.C.2)				●													■																														
Child identifies good habits of nutrition and exercise. (IX.C.3)				●										■				■	●	◆	■	■	◆	●																						■	

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Year at a Glance

1. Me and You				2. Our Community				3. Let's Investigate				4. Discover Animals				5. Healthy Me				6. Let's Create				7. Our Earth				8. Ready, Set, Go			
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4	8.1	8.2	8.3	8.4

Technology Skills

Programs and Tools

Child opens and navigates through digital learning applications and programs. (X.A.1)	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●	■●
Child uses, operates, and names a variety of digital tools. (X.A.2)			●	●	■				■						●												●	◆				
Child uses digital learning applications and programs to create digital products and express own ideas. (X.A.3)			■							●										◆												
Uses																																
Child uses technology to access appropriate information. (X.A.4)											●																				●	◆
Child practices safe behavior while using digital tools and resources. (X.A.5)																			■	●											●	◆