

Get Set for School®

Correlations to the Ohio Early Learning and Development Standards
and Assessment Alignment Tool for Step-Up-To-Quality



CURRICULUM STANDARDS ASSESSMENT ALIGNMENT TOOL: PRE-KINDERGARTEN STRAND FOR STEP UP TO QUALITY

Program Name Get Set for School Complete Preschool Program by Learning Without Tears	License Number	Name of Curriculum - including Version/Edition Get Set for School Complete Program		
<p>Is this a Self-Created Curriculum? (Choose One) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If YES: Sections I and II MUST be completed.</p> <p>If NO: Section I may be completed to meet the requirements to demonstrate how the program's obtained curriculum aligns to the Early Learning and Development Standards, and the program's on-going child assessment process.</p> <p><i>The content of this form will be reviewed for completeness; however, the verification of how the program is implementing this program standard will be completed at the on-site visit through direct observation, document review and an interview process.</i></p> <p style="text-align: center;">Section I:</p>				
Names of individuals completing this form				
Name(s) Elizabeth DeWitt, Ed.D.		Title/Position(s) Sr. Instructional Designer and Curriculum Specialist		
Domain: Social and Emotional Development	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: Self <i>Topic: Awareness and Expression of Emotion</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Books All Year, pp. 102–105 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 12, 118, 142, 316 Readiness & Writing, p. 90 Oral Language, pp. 111, 209, 213 Science, p. 191 Social Studies, pp. 15, 19, 187	The Get Set for School Pre-K curriculum focuses on using books that support multiple areas including social and emotional development. Most often Pre-K teachers are the first to teach children about socially appropriate behavior. Integration can easily be done to teach and discussion appropriate behavior, skills, and concepts with Pre-K children. The books assist in opening discussions about topics that need to be learned (e.g., sharing, waiting, taking turns, kindness, empathy, friendship, anti-bullying, etc.). Book suggestions are	Through Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 3; and the Readiness & Writing Classroom Observation Checklist, item 3 Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy	Documentation: Language & Literacy Classroom Observation Checklist and the Readiness & Writing Classroom Observation Checklist Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms

		provided to support Social-Emotional Learning discussions in Pre-K classrooms. In addition to books, multiple Social-Emotional Learning tools and classroom resources are suggested to support teaching social-emotional skills as well.		
<i>Topic: Self-Concept</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 12, 30, 118, 198 Readiness & Writing, pp. 32, 224, 312 Numbers & Math, pp. 137, 147 Oral Language, p. 321 Science, pp. 167, 191, 215, 253 Social Studies, pp. 15, 19, 163, 187, 199, 211, 261	Get Set for School's activities help children to develop self-concept, self-regulation, personal initiative, emotional understanding, and relationships with adults and peers. We want them to have positive self esteem, learn to engage in classroom activities, transition appropriately, take initiative, understand feelings, and take turns sharing and playing with their friends. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes but is not limited to greetings, who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc.	Through Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 3; and the Readiness & Writing Classroom Observation Checklist, item 3 Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy	Documentation: Language & Literacy Classroom Observation Checklist and the Readiness & Writing Classroom Observation Checklist Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms
<i>Topic: Self-Regulation</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning: Multisensory Lessons Language & Literacy, Throughout e.g. pp. 14, 32,	Throughout the Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning and the student activity books, children are presented with abundant opportunities to develop and practice their	Through Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item	Documentation: Language & Literacy Classroom Observation Checklist and the Readiness & Writing Classroom Observation Checklist Benchmark Assessments:

	<p>126, 138, 196, 298, 382, 386, 398, 406, 410, 418 Readiness & Writing, pp. 12, 28, 72, 90, 102, 348 Numbers & Math, pp. 25, 87, 203, 251, 297, 299, 341, 383, 415, 421, 425, 439, 449 Oral Language, pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69 Science, pp. 117, 125, 137, 241, 301, 363, 375, 409, 421 Social Studies, pp. 327, 371, 437</p> <p>Student Activity Books My First School Book, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94</p> <p>My First Lowercase Book, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–38,</p>	<p>self-control. Our curriculum is designed to enable children to excel by respecting their present level of development and building from there. We teach them important social skills, including taking turns, sharing, and being a responsible citizen as part of our dedication to preparing them for Kindergarten.</p>	<p>3; and the Readiness & Writing Classroom Observation Checklist, item 3</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Check Readiness and Language & Literacy Student Response Forms</p>
<p><i>Topic: Sense of Competence</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36,38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254,</p>	<p>The Get Set for School Curriculum provides opportunities throughout the school year where children are prompted to share their experiences, discoveries, predictions, as well as to ask and answer questions that build confidence, thinking, and speaking skills. With confidence in abilities comes the eagerness to learn about and discuss new topics, ideas and tasks.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3, 11</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms</p>

	<p>258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 9 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Readiness & Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Numbers & Math,</p>			
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	<p>Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 41, 43, 45, 49, 51, 53, 55, 57, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 83, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 119, 123, 125, 127, 129, 131, 135, 137, 139, 141, 143, 147, 149, 151, 153, 155, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 235, 237, 239, 241, 243, 247, 249, 251, 253, 255, 259, 261, 263, 265, 267, 271, 273, 275, 277, 279, 283, 285, 287, 289, 291, 295, 297, 299, 301, 303, 309, 311, 313, 315, 317, 321, 323, 325, 327, 329, 333, 335, 337, 339, 341, 345, 347, 349, 351, 353, 357, 359, 361, 363, 365, 369, 371, 373, 375, 377, 383, 385, 387, 389, 391, 395, 397, 399, 401, 403, 407, 409, 411, 413, 415, 419, 421, 423, 425, 427, 431, 433, 435, 437, 439, 443, 445, 447, 449, 451</p> <p>Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391,</p>			
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	<p>395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p> <p>Science, Throughout, e.g., pp. 27, 39, 43, 55, 67, 79, 89, 93, 101, 105, 117, 125, 129, 137, 149, 167, 179, 191, 203, 215, 227, 241, 253, 265, 277, 289, 301, 311, 315, 323, 335, 339, 359, 363, 375, 385, 389, 397, 401, 409, 413, 425, 433, 437, 445, 449</p> <p>Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 10 421</p> <p>Student Activity Books My First School Book, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94</p> <p>My First Lowercase Book, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38</p>			
<p><i>Topic: Attachment</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 118, 142 Oral Language, pp. 33 Science & Social Studies, pp. 175, 199</p>	<p>The Get Set for School curriculum fosters strong relationships between teachers and children by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3; and the Readiness & Writing Classroom Observation Checklist, item 4</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist and the Readiness & Writing Classroom Observation Checklist</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms</p>

<p>Strand: Relationships <i>Topic: Interactions with Adults</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Classroom Management Tips, "Transition Tips," p. 33; Book Centers and Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 16, 32, 60, 104, 112, 142, 188, 196, 198, 202, 204, 258, 282, 316, 334, 369 Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 80, 92, 94, 102, 104, 106, 112, 116, 118, 124, 126, 128, 130, 138, 140, 142, 146, 150, 152, 154, 164, 166, 168, 176, 178, 180, 184, 188, 190, 192, 200, 202, 204, 212, 214, 216, 220, 224, 226, 228, 238, 240, 242, 250, 252, 254, 262, 264, 266, 274, 276, 278, 286, 288, 290, 298, 300, 302, 312, 314, 316, 324, 326, 328, 334, 336, 338, 340, 348, 350, 352, 360, 362, 364, 368, 370, 374, 376, 383, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Numbers & Math, Throughout, e.g., pp. 67, 73, 75, 77, 79, 81, 91, 93, 101, 103, 105, 107, 117, 119, 125,</p>	<p>Get Set for School is comprised of hands-on learning through play with positive transitions between activities in order to keep children engaged and participating throughout the school day. Unit 1 focuses on behavior and the skills children need to be successful at school. This include, but is not limited to greetings, who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc. From the beginning, we establish what is appropriate for behavior at school, discuss those things, make class lists, and/or experience them through dramatic play. During Units 2–6, children continue to practice appropriate behaviors throughout in preparation for kindergarten.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3; and the Readiness & Writing Classroom Observation Checklist, item 4</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist and the Readiness & Writing Classroom Observation Checklist</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms</p>
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<p><i>Topic: Peer Interactions and Relationships</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 52, 160, 178, 190, 226, 364, 438 Readiness & Writing, p. 12 Numbers & Math, pp. 13, 127, 167, 239, 185, 249, 313, 383 Oral Language, pp. 16, 45, 69, 177, 197 Social Studies, p. 15</p>	<p>Get Set for School's activities help children to develop self-concept, self-regulation, personal initiative, emotional understanding, and relationships with adults and peers. We want them to have positive self-esteem, learn to engage in classroom activities, transition appropriately, take initiative, understand feelings, and take turns sharing and playing with their friends. Unit 1 focuses on behavior and skills children need to be successful at school with friends. This includes but is not limited to greetings, who are friends, friendly behavior, similarities and differences between people, how to look and listen, polite and rude behavior, manners and respect, sharing with others, taking turns, waiting for turn or in line, etc</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3; the Readiness & Writing Classroom Observation Checklist, item 3; and Numbers & Math Classroom Observation Checklist, item 6</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms</p>
<p><i>Topic: Empathy</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Books All Year, pp. 102–105</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 118, 142 Oral Language, pp. 33 Social Studies, pp. 175, 199</p> <p>PreKITT Resources: Feeling Faces Cutouts</p>	<p>The Get Set for School curriculum fosters strong relationships between teachers and children and between peers by providing ample opportunities for positive, frequent communication, and encouraging mutual respect and appreciation in the classroom.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, item 3; and the Readiness & Writing Classroom Observation Checklist, item 3</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms</p>

<p>Domain: Approaches Toward Learning</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p>Strand: Initiative <i>Topic: Initiative and Curiosity</i></p>	<p>Teacher’s Guides Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum Multisensory Activities & Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90</p> <p>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning Social Studies, pp. 199, 371</p>	<p>The Get Set for School Multisensory Activities & Centers section provides various developmentally appropriate, multisensory manipulatives that foster child-led activities where children can independently select and complete tasks while learning through discovery and play. For example, math manipulatives can be presented in various ways within the math center from shapes to numbers—the opportunities for exploration are endless.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3, 6, 8, 11, 12; the Readiness & Writing Classroom Observation Checklist, items 1-3, 10, 11; and Numbers & Math Classroom Observation Checklist, items 1-4, 6, 9</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Form</p>
<p><i>Topic: Planning, Action and Reflection</i></p>	<p>Teacher’s Guides Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166,</p>	<p>The Get Set for School Curriculum provides opportunities Throughout the school year where children are prompted to share their experiences, discoveries, predictions, as well as to ask and answer questions that build confidence, thinking, and speaking skills. With confidence in abilities comes the eagerness to learn about and discuss new topics, ideas and tasks.</p>	<p>Through Check for Understanding at the end of each lesson listed as a r reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3, 6, 8, 11, 12; the Readiness & Writing Classroom Observation Checklist, items 1-3, 10, 11; and Numbers & Math Classroom Observation Checklist, items 1-4, 6, 9</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>

	<p>168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Readiness & Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384,</p>		<p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	
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	<p>386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 41, 43, 45, 49, 51, 53, 55, 57, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 83, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 119, 123, 125, 127, 129, 131, 135, 137, 139, 141, 143, 147, 149, 151, 153, 155, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 235, 237, 239, 241, 243, 247, 249, 251, 253, 255, 259, 261, 263, 265, 267, 271, 273, 275, 277, 279, 283, 285, 287, 289, 291, 295, 297, 299, 301, 303, 309, 311, 313, 315, 317, 321, 323, 325, 327, 329, 333, 335, 337, 339, 341, 345, 347, 349, 351, 353, 357, 359, 361, 363, 365, 369, 371, 373, 375, 377, 383, 385, 387, 389, 391, 395, 397, 399, 401, 403, 407, 409, 411, 413, 415, 419, 421, 423, 425, 427, 431, 433, 435, 437, 439, 443, 445, 447, 449, 451</p> <p>Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243,</p>			
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<p><u>Strand: Engagement and Persistence</u> <i>Topic: Attention</i></p>	<p>Teacher’s Guides Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum Introduction, “Getting to Know Get Set for School,” pp. 6–7; Learning Areas, pp. 8–27; Developmental Learning in Pre-K, “Developmental Stages,” pp. 28–32; Multisensory Activities & Centers, “Child-Led Activities,” Throughout, e.g., pp. 39–90; Book Connections, Social-Emotional Learning, pp. 100-101; Books All Year, pp. 102–105; Scope & Sequence of Instruction, pp. 103–129</p>	<p>The Get Set for School Multisensory Activities & Centers section presents specific examples of how to provide the tools and set up ideas to facilitate child-led activities for children to independently select and learn through discovery and continue tasks over a set time period. The curriculum is truly scaffolded and takes children through the development of skills for 4-year-olds step by step. Get Set for School’s goal is to build the foundation children need in Pre-K to enable them to be confident, skilled, and successful in kindergarten.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-2,10; the Readiness & Writing Classroom Observation Checklist, items 1-2, 4, 11, 12; and Numbers & Math Classroom Observation Checklist, items 2, 5, 8-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>

<p><i>Topic: Persistence</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Introduction, "Getting to Know Get Set for School," pp. 6–7; Learning Areas, pp. 8–27; Developmental Learning in Pre-K, "Developmental Stages," pp. 28–32; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Book Connections, Social-Emotional Learning, pp. 100-101; Books All Year, pp. 102–105; Scope & Sequence of Instruction, pp. 103–129</p>	<p>The Get Set for School Multisensory Activities & Centers section presents specific examples of how to provide the tools and set up ideas to facilitate child-led activities for children to independently select and learn through discovery and continue tasks over a period of time.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-2,10; the Readiness & Writing Classroom Observation Checklist, items 1-2, 4, 11, 12; and Numbers & Math Classroom Observation Checklist, items 2, 5, 8-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
<p>Strand: Creativity <i>Topic: Innovation and Invention</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 162, 200, 332, 360, 368, 386, 406, 418 Oral Language, pp. 21, 33, 45, 61, 73, 87, 91, 95, 107, 119, 131, 143, 155, 169, 181, 193, 205, 217, 229, 243, 255, 267, 279, 291. 303. 317, 329, 341, 353, 365, 377, 391, 403, 415, 427, 439, 451 "Enrichment," p. 263 Science pp. 27, 149, 191, 241, 311, 315, 323, 335, 339, 359, 363, 375 Social Studies, pp. 75, 237, 273</p>	<p>The Get Set for School Multisensory Activities & Centers section provides various developmentally appropriate, multisensory manipulatives that foster child-led activities where children can independently select and complete tasks while learning through discovery and play. For example, math manipulatives can be presented in various ways within the Math center from shapes to numbers, the opportunities for exploration, innovation, and invention are endless.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 8, 11, 12; the Readiness & Writing Classroom Observation Checklist, items 9-12; and Numbers & Math Classroom Observation Checklist, items 1-2</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>

<p><i>Topic: Expression of Ideas and Feelings through the Arts.</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, Social-Emotional Learning, pp. 100-101; Books All Year, pp. 102–105 Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, pp. 10, 257, 269, 380 Language & Literacy, pp. 32, 60, 142, 262, 302, 316, 369, 384; Enrichment, p. 254; Readiness & Writing, Throughout, e.g., pp. 32, 36, 62, 64, 66, 67, 68, 78, 80, 91,92, 93, 94, 102, 104, 106, 112, 116, 118, 124, 126 Numbers & Math, p. 261, Enrichment, p. 261 Social Studies, pp. 163 Science, pp. 129, 253, 265, 277, Enrichment, pp. 191, 203</p>	<p>Children will participate in activities, songs, music and use their imagination to engage in a variety of dramatic experiences. Movement and speech can help create the problem physically and find the solution. By participating in movement, visual arts and music children will gain vocabulary to communicate with peers and others more effectively. They will learn to share and cooperate with those around them and express themselves through the Arts.</p>	<p>Through authentic work samples created by the children and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 8, 11, 12; the Readiness & Writing Classroom Observation Checklist, items 9-12; and Numbers & Math Classroom Observation Checklist, items 1-2</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
<p>Domain: Physical Well-Being and Motor Development</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p>Strand: Motor Development <i>Topic: Large Muscle, Balance and Coordination</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy pp. 16, 40, 262, 302 Numbers & Math, pp. 53, 79,</p>	<p>Get Set for School understands that preschoolers learn best through movement and participation. Our curriculum and hands-on materials encourage children to learn as they actively move,</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, item 1</p>	<p>Documentation: Language & Literacy Classroom Observation</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student</p>

	129 Oral Language, pp. 119 Science, pp. 61, 79, 101, 129, 389	manipulate objects, build, sing, dance, and participate in dramatic play.	Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness	Response Forms
<i>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 32, 60, 142, 316, 369 Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 80, 92, 94, 102, 104, 106, 112, 116, 118, 124, 126, 128, 130, 138, 140, 142, 146, 150, 152, 154, 164, 166, 168, 176, 178, 180, 188, 190, 192, 200, 202, 204, 212, 214, 216, 220, 224, 226, 228, 238, 240, 242, 250, 252, 254, 262, 264, 266, 274, 276, 278, 286, 288, 290, 298, 300, 302, 312, 314, 316, 324, 326, 328, 334, 336, 338, 340, 348, 350, 352, 360, 362, 364, 368, 370, 374, 376, 383, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Numbers & Math, Throughout, e.g., pp. 67, 73, 75, 77, 79, 81, 91, 93, 101, 103, 105, 107, 117, 119, 125, 127, 129, 135, 141, 147, 149, 153, 165, 167, 169, 173, 175, 179, 181, 191, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 243, 247, 249, 251, 253, 255, 265, 271, 279, 289, 295, 297, 299, 303, 321, 323 Oral Language, pp. 53, 313,	Get Set for School has a unique focus on the fine motor development of children. Our curriculum and hands-on materials encourage children to learn as they actively build, manipulate objects, participate in finger plays, Get Set for School Pre-K program combines purposeful play with multisensory experiences creating a joyful, hands-on, developmentally appropriate learning environment. We use a developmental progression that builds on prior knowledge, a friendly voice that connects with children, age-appropriate lessons that break difficult concepts into simple tasks, and materials that motivate children to learn in a hands- on/multisensory way which reaches little learners of all abilities	Through final work samples created by the children usinfg the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 12; the Readiness & Writing Classroom Observation Checklist, items 1, 7, 8-12; and Numbers & Math Classroom Observation Checklist, item 12 Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness	Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms

	<p>353, 377 Science, pp. 129, 315, 323, 397 Social Studies, pp. 63, 75, 141, 153, 347 Student Activity Books My First School Book Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 92-94 My First Lowercase Book Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38</p>			
<i>Topic: Oral-Motor</i>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Getting Acquainted with Oral Language Development, pp. 24-25; Sing, Sound & Count With Me Album, p. 54; Get Set For School Sing Along Album, p. 55</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Enrichment, p. 180 Oral Language, p. 282; Support/ ELL, p. 180</p>	<p>Get Set for School is FULL of singing, talking, discussing, and learning new vocabulary. The examples given are for tongue twisters.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-12; the Readiness & Writing Classroom Observation Checklist, items 1-12; and Numbers & Math Classroom Observation Checklist, items 1-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
<i>Topic: Sensory Motor</i>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Multisensory Activities & Centers, Throughout, e.g., pp. 39-90 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-year-olds,</p>	<p>The Get Set for School signature manipulatives support developmentally appropriate practices across all content domains & include activities to develop physical skill and REFINE motor development through movement, music, & our learning through purposeful play approach.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-12; the Readiness & Writing Classroom</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math</p>

	<p>Throughout, e.g., pp. 10-11, 22-23, 34-35, 46-47, 58-59, 70-71, 84-85, 96-97, 108-109, 120-121, 132-133, 144-145, 158-159, 170-171, 182-183, 194-195, 206-207, 218-219, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 306-307, 318-319, 330-331, 342-343, 354-355, 366-367, 380-381, 392-393, 404-405, 416-417, 428-429, 440-441</p> <p>Language & Literacy, pp. 140, 408, 432</p> <p>Readiness & Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p>		<p>Observation Checklist, items 1-12; and Numbers & Math Classroom Observation Checklist, items 1-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
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	<p>Numbers & Math, Throughout, e.g., pp. 65, 73, 91, 99, 105, 115, 143, 165, 169, 189, 213, 221, 239, 261, 263, 267, 291, 329, 349, 353 "Support/ ELL," p. 179 Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259,, 263, 267, 271, 275, 279, 283, 287, 291. 295. 299. 303. 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451 Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153,163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421 Science, Throughout, e.g., pp. 27, 39, 43, 55, 67, 79, 89, 93, 101, 105, 117, 125, 129, 137, 149, 167, 179, 191, 203, 215, 227, 241, 253, 265, 277, 289, 301, 311, 315, 323, 335, 339, 359, 363, 375, 385, 389, 397, 401, 409, 413, 425, 433, 437, 445, 449 My First School Book, Throughout, e.g., pp. 4-9, 10- 18, 19-29, 30-41, 42-53, 54- 67, 68-75, 79-91, 92-94 My First Lowercase Book, Throughout, e.g., pp. 2-9, 10-</p>			
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	19, 20-26, 27-33, 34-37, 38			
<p><u>Strand: Physical Well-Being</u> <i>Topic: Body Awareness</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Sing, Sound & Count With Me Album, p. 54; Get Set For School Sing Along Album, p. 55</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, p. 22 Language & Literacy pp. 16, 40, 262, 302 Readiness & Writing, pp. 24, 26, 28, 30, 32 Numbers & Math, pp. 53, 79, 129 Oral Language, pp. 119 Science, pp. 79, 101, 129, 389</p> <p>Student Activity Books My First School Book Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 92-94 My First Lowercase Book Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38</p>	<p>Get Set for School finger plays, singing, dancing, making actions, coloring and tracing letters and numbers will take place in this domain. In this domain, children will participate in activities to encourage handedness, fine and gross motor movements, correct crayon grip, tool use, manipulation, motor coordination, motor planning and body awareness. Body awareness is a particular focus when building and drawing Mat Man. Through movement, touch, and visual perception, children will engage in motion during activities, perceive the size, shape or identity of an object by the sense of touch and attach meaning to visual information.</p>	<p>Through authentic work samples of children drawing Mat Man, final work samples created by children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Readiness & Writing Classroom Observation Checklist, items 1-2</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: My First School Book and My Book</p> <p>Readiness & Writing Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
<p><i>Topic: Physical Activity</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Example Schedule and Alternate Pacing, Recess/ Gross Motor Play, p. 136</p> <p>Get Set for School Pre-K</p>	<p>The Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning provides suggested daily schedules that include time for outdoor play and exploration. Some of the lessons in the curriculum, especially</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math,</p>	<p>Documentation: Anecdotal Records of the teacher</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>

	<p>Teacher's Guide: Multisensory Lessons with Hands-On Learning Readiness & Writing, pp. 16, 24, 26, 28, 30, 40, 262, 302 Numbers & Math, pp. 53, 61, 63, 67, 87, 89, 111, 113, 129, 135, 137, 161, 163, 187, 209, 211, 235 Oral Language, p. 119 Social Studies, p. 153 Science, pp. 61, 79, 101, 129, 389</p>	<p>Science and Social Studies, include opportunities for outdoor learning. For example, in a Science lesson, Making Nature Letters, the teacher takes children on a nature walk to discuss and collect items from outside. The children return to the class and use the items to create a letter out of the materials collected. Another lesson has the class outside and discussing what they see as they compare bigger and smaller things and another activity where children explore patterns in nature.</p>	<p>and Check Readiness</p>	
<p><i>Topic: Nutrition</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, Chef/Cook/Healthy Food, p.97</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-year-olds, pp. 217, 245 Language & Literacy, p.18 Numbers & Math, p. 227 Oral Language, pp. 18, 221, 225 Science, pp. 227, 359 Social Studies, pp. 19, 223</p>	<p>Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. Distinguish nutritious from non-nutritious foods.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Anecdotal Records of the teacher</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
<p><i>Topic: Self-Help</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, My Body, pp.98-99</p>	<p>Unit 2 is all about "My Body" and focuses personal care tasks and learning about basic health and wellness.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Readiness & Writing Classroom Observation Checklist</p> <p>Benchmark Assessments:</p>

	<p>Social-Emotional Learning, pp. 100-101</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Oral Language, pp. 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 143, 147, 151, 155</p> <p>Science, pp. 89, 93, 101, 125, 149, 227</p> <p>Social Studies, p. 113</p>		<p>Weekly using the Readiness & Writing Classroom Observation Checklist, item 2</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
<p><i>Topic: Safety Practices</i></p>	<p>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, Social-Emotional Learning, pp. 100-101</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 389 Oral Language, pp. 77, 147 Social Studies, p. 351</p>	<p>With modeling and support, identify and follow basic safety rules. Identify ways adults help to keep us safe.</p> <p>With modeling and support, identify the consequences of unsafe behavior.</p> <p>With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).</p> <p>With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, item 4</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
<p>Domain: Cognitive Development and General Knowledge</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p>Strand: Cognitive Skills <i>Topic: Memory</i></p>	<p>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, Letters and Literacy, p. 98; Numbers/ Counting/ Colors/ Shapes, p. 99</p>	<p>Communicate about past events and anticipate what comes next during familiar routines and experiences.</p> <p>With modeling and support, remember and use information for a variety of</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy</p>

	<p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Throughout, e.g., pp. 36, 42, 44, 48, 52, 60, 64, 66, 68, 74, 102, 106, 112, 118, 120, 124, 126, 130, 136, 148, 154, 162, 174, 186, 198, 330, 430, 498</p> <p>Readiness & Writing, Throughout, e.g., pp. 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, Throughout, e.g., pp. 15, 21, 57, 391, 403, 407, 411, 415, 419, 421, 423, 425, 431, 435, 439, 443, 445, 449, Enrichment, pp. 285, 409, 423, 443, 447, 449, 451</p> <p>Oral Language, pp. 65, 69</p>	<p>purposes. Recreate complex ideas, events/ situations with personal adaptations</p>	<p>Weekly using the Language & Literacy Classroom Observation Checklist, items 9-10; the Readiness & Writing Classroom Observation Checklist, item 5; and Numbers & Math Classroom Observation Checklist, items 8-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
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<p><i>Topic: Symbolic Thought</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Throughout, e.g., pp. 16, 20, 36, 40, 42, 44, 48, 52, 60, 64, 66, 68, 74, 102, 106, 112, 118, 120, 124, 126, 130, 136, 148, 154, 162, 174, 186, 198, 330, 430, 498 Readiness & Writing, Throughout, e.g., pp. 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Numbers & Math, Throughout, e.g., pp. 67, 73, 75, 77, 91, 93, 101, 103, 105, 107, 117, 125, 127, 129, 135, 141, 147, 149, 153, 165, 167, 169, 175, 179, 191, 197, 199,</p>	<p>Get Set for School teaches, supports, and reinforces the understanding that symbols carry meaning and the importance of the use symbols to represent thinking (e.g., drawings, letters, numbers, construction or movement), as well as the importance of children having the opportunity to participate cooperatively in complex pretend play, involving assigned roles and an overall plan.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 9-10; the Readiness & Writing Classroom Observation Checklist, item 5; and Numbers & Math Classroom Observation Checklist, items 8-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>
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	<p>201, 203, 205, 217, 221, 223, 225, 229, 241, 243, 247, 249, 251, 253, 255, 265, 271, 279, 289, 295, 297, 299, 303, 321, 323, 329, 349, 353</p> <p>Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p> <p>Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p>Student Activity Books My First School Book, Throughout, e.g., pp. 4–9, 10–18, 19–29, 30–41, 42–53, 54–67, 68–75, 79–91, 92–94 My First Lowercase Book, Throughout, e.g., pp. 2–9, 10–19, 20–26, 27–33, 34–37, 38 I Know My Numbers, Throughout Vol. 2, e.g., pp. 73, 75, 77, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221,</p>			
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	223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303			
<i>Topic: Reasoning and Problem Solving</i>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Digital Educator Teaching Tools: PreKITT, MyLWT, Digital Teaching Tips, pp. 32–37; Multisensory Activities & Centers, "Child-Led Activities," Throughout, e.g., pp. 39–90; Language & Literacy Multisensory Activities, pp. 42–52; Student App: Letters and Sounds, p. 53; Readiness & Writing Multisensory Activities, pp. 54–81; Student App: Wet-Dry-Try App, p. 73; Numbers & Math Multisensory Activities, pp. 83–90; Student App: Touch & Flip Numbers, p. 90</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 12, 30, 118, 198 Readiness & Writing, pp. 32, 224, 312 Numbers & Math, pp. 137, 147 Oral Language, p. 321 Science, pp. 167, 191, 215, 253 Social Studies, pp. 15, 19, 163, 187, 199, 211, 261</p>	Demonstrate ability to solve everyday problems based upon past experience. Solve problems by planning and carrying out a sequence of actions. Seek more than one solution to a question, problem or task and explain reasoning for the solution selected.	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 8, 12; the Readiness & Writing Classroom Observation Checklist, item 3; and Numbers & Math Classroom Observation Checklist, item 6</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: Anecdotal Records of the teacher</p> <p>Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Forms</p>

Sub-Domain: Mathematics	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
<p><u>Strand: Number Sense</u> <i>Topic: Number Sense and Counting</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Numbers & Math, pp. 15, 21, 45, 49, 51, 53, 61, 285, 297, 299, 301, 321, 323, 329, 345, 359, 361, 387, 391, 401, 403, 407, 411, 415, 419, 421, 425, 431, 435, 439, 445, 449, 451 "Support/ELL," p. 327; "Enrichment," pp. 43, 45, 409, 423, 443, 447, 449, 451 Oral Language, pp. 61, 65, 69 Social Studies, p. 51 "Enrichment," p. 327</p>	<p>Count to 20 by ones with increasing accuracy. Identify and name numerals 1-9. Identify without counting small quantities of up to 3 items. (Subsidize) Demonstrate one-to-one correspondence when counting objects up to 10. Understand that the last number spoken tells the number of objects counted. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, item 10; the Readiness & Writing Classroom Observation Checklist, item 5; and Numbers & Math Classroom Observation Checklist, items 6-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Readiness & Writing, and Numbers & Math</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Form</p>
<p><u>Strand: Number Relationships and Operations</u> <i>Topic: Number Relationships</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, Numbers/ Counting/ Colors/ Shapes, p. 99</p> <p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Numbers & Math, pp. 15,17, 51, 53, 55, 67, 73, 87, 91, 93,</p>	<p>Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, item 10; the Readiness & Writing Classroom Observation Checklist, item 5; and Numbers & Math Classroom Observation Checklist, items 6-12</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments:</p>

	<p>101, 107, 117, 125, 141, 155, 165, 167, 185, 187, 191, 209, 217, 227, 241, 243, 263, 265, 289, 297, 321, 323, 341, 363, 399, 425, 427, 435, 439, 451</p> <p>Oral Language, p. 435 Science, p. 437 Student Activity Books My First School Book, pp.78–91 I Know My Numbers, Throughout*, e.g., pp. 73, 75, 77, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p>		<p>Benchmark Assessments at the beginning, middle, and end of the year: Numbers & Math</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Readiness & Writing and Numbers & Math</p>	<p>Readiness & Math and Numbers & Math Student Response Form</p>
<p>Strand: Algebra <i>Topic: Group and Categorize</i></p>	<p>Teacher’s Guides Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum Book Connections, Numbers/ Counting/ Colors/ Shapes, p. 99</p> <p>Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 16, 24, 398 Numbers & Math, pp. 37, 43, 89, 125, 127, 175, 315, 351, 377, 407, 411, 445, 449 Science, pp.43, 55 “Enrichment,” pp.55, 117</p> <p>Student Activity Books My First School Book, p. 59</p>	<p>Sort and classify objects by one or more attributes (e.g., size, number). Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. Create patterns.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Numbers & Math Classroom Observation Checklist, items 5, 7, 10</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Numbers & Math</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Numbers & Math Student Response Form</p>

<p><u>Strand: Measurement and Data</u> <i>Topic: Describe and Compare Measurable Attributes</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, p. 358 Numbers & Math, pp. 211, 237, 415, 425, 431 "Support/ ELL," p. 211 "Enrichment," pp. 211, 237, 431 Oral Language "Support/ ELL," p. 65 Science, pp. 67, 249</p>	<p>Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight). Order objects by measurable attribute (e.g., biggest to smallest, etc.). Measure length and volume (capacity) using non-standard or standard measurement tools.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Numbers & Math Classroom Observation Checklist, item 7</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Numbers & Math</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Numbers & Math Student Response Form</p>
<p><i>Topic: Data Analysis</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 254, 262, 302, 384 Support/ ELL, p. 270; Enrichment, p. 422 Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 41, 227, 263, 297, 299, 435 Oral Language, pp. 227, 229 Science, pp. 137, 191, 215, 241, 249, 311, 401, 425, 433, 437, 439, 449 Social Studies, pp. 15, 19, 113</p>	<p>Collect data by categories to answer simple questions.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Anecdotal Records of the teacher and data representation made by children</p>
<p><u>Strand: Geometry</u> <i>Topic: Spatial Relationships</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 42, 64, 68, 74 "Support/ ELL," p. 54 Readiness & Writing, Throughout, e.g., pp. 14, 20, 24, 26, 28, 30, 62, 64, 66, 72, 74</p>	<p>Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/ below, beside/between, in front of/ behind and next to.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Numbers & Math Classroom Observation Checklist, items 2, 3</p> <p>Benchmark Assessments at</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check</p>

	<p>Numbers & Math, Throughout, e.g., pp.13, 15, 21, 27, 29, 33, 37, 43, 45, 49, 53, 55, 57, 69, 73, 75, 77, 79, 81, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p> <p>Science, p. 43</p> <p>Student Activity Books</p> <p>My First School Book, Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 78-91, 92-94</p> <p>I Know My Numbers, (GSSTG: MSHOL), Throughout, e.g., pp. 73, 75, 77, 101, 103, 105, 107, 125, 127, 129, 135, 147, 149, 153, 169, 175, 179, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 247, 249, 251, 253, 255, 271, 279, 295, 297, 299, 303</p>		<p>the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Readiness Student Response Form</p>
<p><i>Topic: Identify and Describe Shapes</i></p>	<p>Teacher's Guides</p> <p>Get Set for School Pre-K</p> <p>Teacher's Guide: Introduction to the Curriculum</p> <p>Book Connections, Numbers/ Counting/ Colors/ Shapes, p. 99</p> <p>Get Set for School Pre-K</p> <p>Teacher's Guide: Multisensory Lessons with Hands-On Learning</p> <p>Language & Literacy, p. 16</p> <p>Readiness & Writing, pp. 28, 181</p> <p>Numbers & Math, pp. 89, 95, 119, 125, 149, 150, 151, 175, 193, 223, 309, 311, 313, 315, 317, 351, 365, 377, 383, 385,</p>	<p>Understand and use names of shapes when identifying objects</p> <p>Name three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).</p> <p>Compare two-dimensional shapes, in different sizes and orientations, using informal language.</p> <p>Create shapes during play by building, drawing, etc.</p> <p>Combine simple shapes to form larger shapes.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Readiness & Writing Classroom Observation Checklist, items 9, 10; and the Numbers & Math Classroom Observation Checklist, item 5</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Language & Literacy, Numbers & Math, and Check Readiness</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Language & Literacy, Numbers & Math, and Check Readiness Student Response Form</p>

	388, 445 "Enrichment," pp. 388 Science, p. 179 Student Activity Books My First School Book, pp. 34, 59, 73			
<i>Topic: Analyze, Compare and Create Shapes</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, Numbers/ Counting/ Colors/ Shapes, p. 99 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Numbers & Math, pp. 167, 179, 193, 235, 309, 385 Oral Language, Enrichment, p. 103	Compare two-dimensional shapes, in different sizes and orientations, using informal language. Create shapes during play by building, drawing, etc. Combine simple shapes to form larger shapes.	Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Numbers & Math Classroom Observation Checklist, items 2, 5 Benchmark Assessments at the beginning, middle, and end of the year: Numbers & Math	Documentation: My First School Book Numbers & Math Classroom Observation Checklist Benchmark Assessments: Numbers & Math Student Response Form
Sub-Domain: Social Studies	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
Strand: History <i>Topic: Historical Thinking and Skills</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Social-Emotional Learning, pp. 100-101; Books All Year, pp. 102–105	Demonstrate an understanding of time in the context of daily experiences. Develop an awareness of his/her personal history.	Through Check for Understanding at the end of each lesson listed as a reference.	Documentation: Anecdotal Records of the teacher
<i>Topic: Heritage</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Social-Emotional Learning, pp. 100-101; Books All Year, pp. 102–105	Develop an awareness and appreciation of family cultural stories and traditions.	Through Check for Understanding at the end of each lesson listed as a reference.	Documentation: Anecdotal Records of the teacher

<p>Strand: Geography <i>Topic: Spatial Thinking Skills</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, p. 367 Numbers & Math, pp. 115, 449 Oral Language, p. 377 Social Studies, pp. 63, 347, 371 Science, p. 323</p>	<p>Demonstrate a beginning understanding of maps as actual representations of places.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Anecdotal Records of the teacher</p>
<p><i>Topic: Human Systems</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Social-Emotional Learning, pp. 100-101; Books All Year, Social Emotional Books and Resources, pp. 103–105</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, p. 85 Numbers & Math, p. 273 Oral Language, pp. 141, 177, 205 Social Studies, pp. 15, 19, 113, 141, 199</p>	<p>Identify similarities and differences of personal, family and cultural characteristics, and those of others.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Anecdotal Records of the teacher</p>
<p>Strand: Government <i>Topic: Civic Participation and Skills</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Social-Emotional Learning, pp. 100-101; Books All Year, Social Emotional Books and Resources, pp. 103–105</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning</p>	<p>Children will understand that everyone has rights and responsibilities within a group, demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, children will negotiate to solve social conflicts with peers, as well as demonstrate an awareness of the outcomes of choices.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Anecdotal Records of the teacher</p>

	Language & Literacy, p. 142 Readiness & Writing, Enrichment, p. 42 Numbers & Math, p. 273 Oral Language, p. 161 Social Studies, p. 199			
<i>Topic: Rules and Laws</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Social-Emotional Learning, pp. 100-101; Books All Year, Social Emotional Books and Resources, pp. 103–105 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, p. 142 Readiness & Writing, Enrichment, p. 42 Numbers & Math, p. 273 Oral Language, p. 161 Social Studies, p. 199	With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	Through Check for Understanding at the end of each lesson listed as a reference.	Documentation: Anecdotal Records of the teacher
<u>Strand: Economics</u> <i>Topic: Scarcity</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, pp. 244, 268, 280, 292 Oral Language, p. 321 Social Studies, pp. 175, 211, 297, 445 Science, p. 445 Enrichment, p. 187	With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	Through Check for Understanding at the end of each lesson listed as a reference.	Documentation: Anecdotal Records of the teacher
<i>Topic: Production and Consumption</i>	Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, Dramatic Play, p. 97; Social-Emotional Learning, pp. 100-101; Books All Year, Social Emotional Books and Resources, pp.	With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired. With modeling and support, demonstrate responsible consumption and conservation of resources.	Through Check for Understanding at the end of each lesson listed as a reference.	Documentation: Anecdotal Records of the teacher

	103–105 Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, pp. 244, 268, 280, 292 Oral Language, p. 321 Social Studies, pp. 175, 211, 297, 445 Science, p. 445 Enrichment, p. 187			
Sub-Domain: Science	Indicate the page number or section of the curriculum that demonstrates alignment to this standard.	<u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.	<u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?	<u>Three to five-star rating and above:</u> How will child progress be documented?
<u>Strand: Science Inquiry and Application</u> <i>Topic: Inquiry</i>	Teacher’s Guides Get Set for School Pre-K Teacher’s Guide: Introduction to the Curriculum Multisensory Activities & Centers, “Child-Led Activities,” pp. 39–90 Get Set for School Pre-K Teacher’s Guide: Multisensory Lessons with Hands-On Learning Language & Literacy pp. 16, 40, 262, 302 Numbers & Math, pp. 53, 79, 129 Oral Language, pp. 119 Science, pp. 61, 79, 101, 129, 389 Student Activity Books My First School Book, pp. 4–9, 10–15 My First Lowercase Book, pp. 2–9	Explore objects, materials and events in the environment. Make careful observations. Pose questions about the physical and natural environment. Engage in simple investigations. Describe, compare, sort, classify, and order. Record observations using words, pictures, charts, graphs, etc. Use simple tools to extend investigation. Identify patterns and relationships. Make predictions. Make inferences, generalizations and explanations based on evidence. Share findings, ideas and	Through Check for Understanding at the end of each lesson listed as a reference.	Documentation: Anecdotal Records of the teacher

		explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).		
<p><u>Strand: Earth and Space Science</u> <i>Topic: Explorations of the Natural World</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Readiness & Writing, Enrichment, pp. 76, 100, 136, 148, 162, 174, 186, 198, 210, 260, 272, 284, 296, 310 Numbers & Math, p. 155 Enrichment, p. 61 Oral Language, pp. 243, 247, 251, 309, 313, 333 Support/ ELL, p. 235 Enrichment, p. 235 Science, pp. 137, 253, 311, 323, 335</p>	<p>With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment. With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). With modeling and support, explore the position and motion of objects.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Anecdotal Records of the teacher</p>
<p><u>Strand: Physical Science</u> <i>Topic: Explorations of Energy</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, p. 96 Language & Literacy, p. 12 Readiness & Writing, Enrichment, pp. 76, 100, 136, 148, 162, 174, 186, 198, 210, 260, 272, 284, 296, 310 Numbers & Math, pp. 155, 251 Enrichment, p. 61 Oral Language, pp. 235, 239, 243, 247, 251, 287, 309, 313, 333 Social Studies, pp. 237, 285</p>	<p>With modeling and support, explore the properties and characteristics of sound and light.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Anecdotal Records of the teacher</p>

	<p>Support/ ELL, p. 235; Enrichment, p. 235 Science, pp. 137, 241, 253, 289, 311, 323, 335</p> <p>Student Activity Books My First School Book, p. 28</p>			
<p>Strand: Life Science <i>Topic: Explorations of Living Things</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, p. 244 Language & Literacy, pp. 86, 254, 264, 398 Oral Language, p. 255 Social Studies, pp. 249, 273, 493 Science, pp. 43, 67, 191, 203, 227, 245, 253, 397, 427, 433, 449, 497, Enrichment, p. 79</p>	<p>With modeling and support, identify physical characteristics and simple behaviors of living things. With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.). With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p>	<p>Documentation: Anecdotal Records of the teacher</p>

<p>Domain: Language and Literacy Development</p>	<p>Indicate the page number or section of the curriculum that demonstrates alignment to this standard.</p>	<p><u>Three to five-star rating and above:</u> Describe how Environmental Arrangements, Daily Routines, and Planned Experiences address these concepts.</p>	<p><u>Three to five-star rating and above:</u> How will knowledge and skill development relative to this standard be assessed?</p>	<p><u>Three to five-star rating and above:</u> How will child progress be documented?</p>
<p><u>Strand: Listening and Speaking</u> <i>Topic: Receptive Language and Comprehension</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Readiness & Writing,</p>	<p>Through Get Set for School, children will be given the ability to listen and express themselves through discovery play and teacher-led activities. Children learn new vocabulary words and develop oral language skills by social interaction and listening to, retelling and narrating stories. Children must learn how books work and develop an understanding of concepts about print. Children will see how spoken words are written by observing teachers as the scribe as children create stories.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 1; the Readiness & Writing Classroom Observation Checklist, item 4</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, and the Readiness & Writing Classroom Observation Checklis</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Formst</p>

	<p>Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 41, 43, 45, 49, 51, 53, 55, 57, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 83, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 119, 123, 125, 127, 129, 131, 135, 137, 139, 141, 143, 147, 149, 151, 153, 155, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193, 197, 199, 201, 203, 205, 209, 211, 213, 215, 217, 221, 223, 225, 227, 229, 235, 237, 239,</p>			
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<p><i>Topic: Expressive Language</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430,</p>	<p>Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3; the Readiness & Writing Classroom Observation Checklist, items 1, 3; and Numbers & Math Classroom Observation Checklist, items 3, 4</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms</p>

	<p>432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Readiness & Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 62, 64, 66, 68, 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 37, 39, 41, 43, 45, 49, 51, 53, 55, 57, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 83, 87, 89, 91, 93, 95, 99, 101, 103, 105, 107, 111, 113, 115, 117, 119, 123, 125, 127, 129, 131, 135, 137, 139, 141, 143, 147, 149, 151, 153, 155, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 185, 187, 189, 191, 193,</p>			
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	<p>Social Studies, Throughout, e.g., pp. 15, 19, 31, 51, 63, 75, 105, 113, 141, 153, 163, 175, 187, 199, 211, 223, 237, 249, 261, 273, 285, 297, 327, 347, 351, 371, 421</p> <p>Student Activity Books MFSB, Throughout, e.g., pp. 4-9, 10-18, 19-29, 30-41, 42-53, 54-67, 68-75, 79-91, 92-94 MFLB, Throughout, e.g., pp. 2-9, 10-19, 20-26, 27-33, 34-37, 38</p>			
<i>Topic: Social Communication</i>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Books All Year, pp. 102–105 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 52, 160, 178, 190, 226, 364, 438 Readiness & Writing, p. 12 Numbers & Math, pp. 13, 127, 167, 239, 185, 249, 313, 383 Oral Language, pp. 17, 45, 69, 177, 197 Social Studies, p. 15</p>	<p>The Get Set for School Pre-K curriculum focuses on using books that support multiple areas including social and emotional development and communication. Most often Pre-K teachers are the first to teach children about socially appropriate behavior. Integration can easily be done to teach and discussion appropriate behavior, skills, and concepts with Pre-K children. The books assist in opening discussions about topics that need to be learned (e.g., sharing, waiting, taking turns, kindness, empathy, friendship, anti-bullying, etc.). Book suggestions are provided to support Social-Emotional Learning discussions in Pre-K classrooms. In addition to books, multiple Social-Emotional Learning tools and classroom resources are suggested to support teaching social-emotional skills as well.</p>	<p>Through Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items 1-3; the Readiness & Writing Classroom Observation Checklist, item 3; and Numbers & Math Classroom Observation Checklist, item 6</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language & Literacy</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist, the Readiness & Writing Classroom Observation Checklist, and the Numbers & Math Classroom Observation Checklist</p> <p>Benchmark Assessments: Check Readiness and Language & Literacy Student Response Forms</p>

<p>Strand: Reading <i>Topic: Reading Comprehension</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Centers and Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 24, 26, 28, 30, 32, 76, 100, 106, 114, 122, 164, 168, 174, 184, 224, 236, 246, 264, 316, 384, 434, 442 Readiness & Writing, p. 400 Numbers & Math, pp. 13, 131, 187 Oral Language, p. 303 Science, pp. 39, 227, 249, 277, 289, 301, 323; Support/ELL, p. 389 Social Studies, pp. 15, 31, 162, 175, 187, 191, 223, 237, 273, 297</p>	<p>Ask and answer questions, and comment about characters and major events in familiar stories. Retell or re-enact familiar stories. Identify characters and major events in a story. Demonstrate an understanding With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. of the differences between fantasy and reality. With modeling and support, describe what part of the story the illustration depicts. With modeling and support, name the author and illustrator of a story and what part each person does for a book. With modeling and support, identify the topic of an informational text that has been read aloud. With modeling and support, describe, categorize and compare and contrast information in informational text. With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). Actively engage in group reading with purpose and understanding.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, items 8, 9</p>	<p>Documentation: Language & Literacy Classroom Observation Checklist</p>
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<p><i>Topic: Fluency</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Centers and Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, pp. 144, 343 Language & Literacy, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 42, 44, 48, 50, 52, 54, 56, 64, 66, 68, 74, 78, 88, 90, 92, 106, 110, 122, 126, 128, 130, 134, 138, 142, 146, 148, 150, 154, 160, 164, 180, 184, 186, 198, 202, 212, 214, 226, 228, 240, 252, 264, 270, 272, 276, 278, 282, 286, 288, 290, 302, 312, 314, 322, 324, 328, 336, 338, 348, 350, 352, 376, 390, 396, 414, 420, 424, 426, 436, 438, 442, 448; Support/ ELL, p. 432; Enrichment, pp. 126, 146, 336, 342 Readiness & Writing, Throughout, e.g., pp. 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 60, 72, 74, 90, 102, 112, 116, 124, 126, 128, 130, 136, 138, 150, 160, 164, 168, 174, 176, 178, 180, 188, 190, 192, 196, 198, 224, 286, 288, 294, 302, 312, 332, 336, 348, 360, 374, 376 Numbers & Math, Throughout, e.g., pp. 13, 15, 17, 19, 21, 25, 27, 29, 31, 33,</p>	<p>With modeling and support children use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes and finger plays.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 5</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets Language & Literacy Classroom Observation Checklist</p>
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<p><i>Topic: Print Concepts</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Centers and Connections, pp. 42–43; Book Connections, pp. 97–101; Books All Year, pp. 102–105 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 16, 18, 24, 26, 30, 32, 76, 86, 100, 106, 114, 118, 122, 142, 164, 174, 184, 224, 236, 254, 264, 316, 422, 424, 432, 442 Support/ ELL, pp. 76, 420, 434; Enrichment, pp. 110, 126, 192, 336, 348 Readiness & Writing, pp. 24, 26, 30 Numbers & Math, pp. 13, 131, 151, 187, 315, 351 Oral Language, Oral Language, Throughout, e.g., pp. 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451; Support/ ELL, p. 303</p>	<p>Demonstrate an understanding of basic conventions of print in English and other languages. Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, items 5-7</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets Language & Literacy Classroom Observation Checklist</p>
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	<p>Science, pp. 39, 167, 191, 227, 253, 277, 289, 301, 323</p> <p>Social Studies, pp. 15, 31, 153, 163, 175, 187, 211, 223, 237, 261, 273, 297; Support/ ELL, p. 351; Enrichment, p. 199</p>			
<p><i>Topic: Phonological Awareness</i></p>	<p>Teacher's Guides</p> <p>Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Book Connections, pp. 97–101; Books All Year, pp. 102–105</p> <p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, pp. 50, 78, 88, 92, 102, 110, 112, 114, 116, 122, 124, 126, 134, 136, 138, 146, 150, 152, 154, 162, 164, 168, 172, 176, 180, 188, 200, 204, 208, 212, 214, 216, 220, 224, 226, 228, 234, 246, 252, 254, 258, 260, 268, 270, 274, 282, 286, 294, 308, 316, 320, 324, 328, 336, 344, 348, 352, 356, 414, 432, 448</p> <p>Enrichment, pp. 178, 236, 274, 278, 294, 298, 300, 310, 324, 328, 332, 334, 358, 360, 368, 386, 390, 406, 408, 414, 418, 426, 448</p> <p>Readiness & Writing, Throughout, e.g., pp. 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124, 126, 128, 130, 134, 136, 138,</p>	<p>With modeling and support, recognize and produce rhyming words.</p> <p>With modeling and support recognize words in spoken sentences.</p> <p>With modeling and support identify, blend and segment syllables in spoken words.</p> <p>With modeling and support, orally blend and segment familiar compound words.</p> <p>With modeling and support, blend and segment onset and rime in single-syllable spoken words.</p> <p>With modeling and support identify initial and final sounds in spoken words.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference.</p> <p>Weekly using the Language & Literacy Classroom Observation Checklist, items</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist</p>

	<p>140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450; Enrichment, pp. 88, 152, 199, 200, 298</p> <p>Numbers & Math, pp. 73, 77, 101, 103, 105, 107, 125, 127, 129, 147, 149, 153, 169, 179, 197, 201, 203, 205, 221, 223, 225, 229, 247, 249, 251, 253, 255, 259, 271, 273, 279, 291, 295, 297, 303</p>			
<p><i>Topic: Letter and Word Recognition</i></p>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Language & Literacy, Throughout, e.g., pp. 36, 42, 44, 48, 52, 60, 64, 66, 68, 74, 102, 106, 112, 118, 120, 124, 126, 130, 136, 148, 154, 162, 174, 186, 198, 330, 430, 498 Readiness & Writing, Throughout, e.g., pp. 72, 74, 76, 78, 80, 86, 88, 90, 92, 94, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 122, 124,</p>	<p>With modeling and support recognize and "read" familiar words or environmental print. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. With modeling and support, recognize the sounds associated with letters.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 7; Readiness & Writing Classroom Observation Checklist, items 11-12</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, and the Readiness & Writing Classroom Observation Checklist</p> <p>Benchmark Assessments at the beginning, middle, and end of the year: Check Readiness and Language &</p>

	<p>126, 128, 130, 134, 136, 138, 140, 142, 146, 148, 150, 152, 154, 160, 162, 164, 166, 168, 172, 174, 176, 178, 180, 184, 186, 188, 190, 192, 196, 198, 200, 202, 204, 208, 210, 212, 214, 216, 220, 222, 224, 226, 228, 234, 236, 238, 240, 242, 246, 248, 250, 252, 254, 258, 260, 262, 264, 266, 270, 272, 274, 276, 278, 282, 284, 286, 288, 290, 294, 296, 298, 300, 302, 308, 310, 312, 314, 316, 320, 322, 324, 326, 328, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 356, 358, 360, 362, 364, 368, 370, 372, 374, 376, 382, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450</p> <p>Oral Language, Throughout, e.g., 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 235, 239, 243, 247, 251, 255, 259,, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451</p>		<p>Readiness and Language & Literacy</p>	<p>Literacy Student Response Forms</p>
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<p>Strand: Writing <i>Topic: Writing Process</i></p>	<p>Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, p. 257 Language & Literacy, pp. 32, 60, 142, 316, 369 Enrichment, p. 254 Readiness & Writing, Throughout, e.g., pp. 62, 64, 66, 68, 78, 80, 92, 94, 102, 104, 106, 112, 116, 118, 124, 126, 128, 130, 138, 140, 142, 146, 150, 152, 154, 164, 166, 168, 176, 178, 180, 188, 190, 192, 200, 202, 204, 212, 214, 216, 220, 224, 226, 228, 238, 240, 242, 250, 252, 254, 262, 264, 266, 274, 276, 278, 286, 288, 290, 298, 300, 302, 312, 314, 316, 324, 326, 328, 334, 336, 338, 340, 348, 350, 352, 360, 362, 364, 368, 370, 374, 376, 383, 384, 386, 388, 390, 394, 396, 398, 400, 402, 406, 408, 410, 412, 414, 418, 420, 422, 424, 426, 430, 432, 434, 436, 438, 442, 444, 446, 448, 450 Numbers & Math, Throughout, e.g., pp. 67, 73, 75, 77, 79, 81, 91, 93, 101, 103, 105, 107, 117, 119, 125, 127, 129, 135, 141, 147, 149, 153, 165, 167, 169, 173, 175, 179, 181, 191, 197, 199, 201, 203, 205, 217, 221, 223, 225, 229, 241, 243, 247, 249, 251, 253, 255, 265, 271, 279, 289, 295, 297, 299, 303, 321, 323 Oral Language, pp. 53, 313, 353, 377 Science, pp. 129, 315, 323, 397 Social Studies, pp. 63, 75,</p>	<p>Use a 3-finger grasp of dominant hand to hold a writing tool. Demonstrate an understanding of the structure and function of print. With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. With modeling and support, demonstrate letter formation in "writing." With modeling and support show awareness that one letter or cluster of letters represents one word.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 12; and the Readiness & Writing Classroom Observation Checklist, items 7-12 Benchmark Assessment at the beginning, middle, and end of the year: Check Readiness</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets Language & Literacy Classroom Observation Checklist, and the Readiness & Writing Classroom Observation Checklist Benchmark Assessment beginning, middle, and end of the year: Check Readiness Student Response Form</p>
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	141, 153, 347; Enrichment, pp. 187, 327			
<i>Topic: Writing Application and Composition</i>	<p>Teacher's Guides Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum Books All Year, pp. 102–105 Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning Suggestions for 3-Year-Olds, p. 429 Language & Literacy, p. 384 Readiness & Writing, Enrichment, p. 420 Numbers & Math, pp. 227, 261, 263, 297, 299, 435, 439 Oral Language, p. 229 Science, pp. 167, 215, 241, 437 Social Studies, pp. 15, 113, 163, 167</p>	<p>"Read" what he/she has written. With modeling and support, notice and sporadically use punctuation in writing. With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition) With modeling and support, discuss and respond to questions from others about writing/drawing. With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. With modeling and support, explore a variety of digital tools to express ideas.</p>	<p>Through final work samples created by the children using the student activity books and Check for Understanding at the end of each lesson listed as a reference. Weekly using the Language & Literacy Classroom Observation Checklist, item 12; and the Readiness & Writing Classroom Observation Checklist, items 7-12 Benchmark Assessment at the beginning, middle, and end of the year: Check Readiness</p>	<p>Documentation: My First School Book, My First Lowercase Book, My Book, and I Know My Numbers Booklets</p> <p>Language & Literacy Classroom Observation Checklist, and the Readiness & Writing Classroom Observation Checklist</p> <p>Benchmark Assessment: Check Readiness Student Response Form</p>

Section II

For self-created curriculums ONLY

This section is not required for an obtained curriculum.

Identify the theory or research base of this curriculum.

1. GSS Research Review: <https://www.lwtears.com/resources/get-set-school-research-review>

2. Get Set for School: A Proven Success in Preparing Children for Kindergarten: <https://www.lwtears.com/resources/get-set-school-proven-success>

Describe how the theory or research informs decision making for experiences for children.

The Get Set for School Pre-K Curriculum activities incorporate multisensory experiences, which are crucial for children in Pre-K. Research has shown that children need to physically participate in the learning process, using as many senses as possible to truly understand concepts. The supporting manipulatives improve children's retention of new concepts by allowing them to move from concrete experiences to abstract reasoning. They sing, build, draw, play, count, and engage in letter and word games. They learn how to work with others to accomplish a shared goal. Lessons include modeling and guidance about how to behave in a group setting for an extended period of time. They need to learn how to take turns, share, and respect one another. The Get Set for School Pre-K Curriculum provides positive experiences for using activities to solve problems. As a result, children develop curiosity, imagination, flexibility, and inventiveness that contributes to their future success in and out of school.,

Planning Process

Describe the ongoing process for documenting and determining children's interests and abilities.

Please see the last two columns throughout the above table.

Identify ways the curriculum meets the needs, interests and abilities of individual children.

The Get Set for School Pre-K Curriculum is developmentally appropriate to challenge children and give them a sense of accomplishment. It uses hands-on teaching strategies and manipulatives because Pre-K children learn by doing. The lessons engage children with multiple learning modalities (visual, auditory, kinesthetic, and tactile). For example, when children use dough to form letters, they see, move, and touch. When learning letters and naming them, they see and hear. This provides more pathways for them to acquire and retain knowledge easily and effectively. The curriculum addresses physical, social and emotional, and cognitive skills, which are crucial for school readiness and will meet children where they are. The curriculum has a balance of teacher-directed and child-initiated learning. The play-based, developmentally appropriate activities will enhance their learning and build their confidence as they develop meaningful relationships between peers and teachers.

Inclusion of Children with Diverse Developmental/Ability Levels

Describe how the curriculum provides guidance on making modifications or adaptations for children of all developmental levels.

As stated above, the Get Set for School Pre-K Curriculum is developmentally appropriate to challenge children and give them a sense of accomplishment. It uses hands-on teaching strategies and manipulatives because Pre-K children learn by doing. The lessons engage children with multiple learning modalities (visual, auditory, kinesthetic, and tactile). For example, when children use dough to form letters, they see, move, and touch. When learning letters and naming them, they see and hear. This provides more pathways for them to acquire and retain knowledge easily and effectively. The curriculum addresses physical, social and emotional, and cognitive skills, which are crucial for school readiness and will meet children where they are. The curriculum has a balance of teacher-directed and child-initiated learning. The play-based, developmentally appropriate activities will enhance their learning and build their confidence as they develop meaningful relationships between peers and teachers.

Role of the Teacher

Describe how the curriculum provides guidance to the teacher on setting up the classroom environment. (Examples: Age appropriate materials, furnishings and equipment, room arrangements and learning centers.)

The Get Set For School Pre-K Curriculum was developed to meet the needs of all learners, including English Language Learners (ELLs). Our program employs a variety of research-based teaching strategies to help diverse learners master learning English. These embedded strategies provide simple best practices that can be seamlessly integrated into a classroom setting and that benefit all children. We use child-friendly, consistent language. Our direct instruction uses

simple verbal cues along with fun stories that allow children to connect by activating prior knowledge. The teacher's guide provides ample opportunities to differentiate instruction for diverse learners. By recognizing a child's prior knowledge, readiness, language, learning preferences, and interests, teachers are able to meet the needs of all learners.

One of the best things a teacher can do is to educate parents and caregivers about Kindergarten readiness skills. The Get Set For School Pre-K Curriculum offers mini in-service materials for readiness skills and a presentation with handouts. The materials will help teachers share developmentally appropriate strategies with each mini in-service and teach parents and caregivers about the curriculum through a visual presentation. In addition, schools and centers will be able to document parental involvement by hosting in-services for parents and caregivers.

The Get Set For School Pre-K Curriculum makes the transition from home to the Pre-K classroom fun and happy for both children and families with more resources:

- We provide tools that encourage teachers and families to work together.
- We help teachers understand what children already know when they enter school.
- We involve parents when planning for instruction that supports and builds on ways that children learn at home.

Also, multiple lessons and activities incorporate familiar objects or information from home to facilitate the connection for children.

Describe how the curriculum provides guidance on how to interact with children.

The Get Set For School Pre-K Curriculum materials portray gender, ethnicity, age, work situations, and various social groups with multicultural fairness and advocacy. The illustrations used throughout our materials reflect children and adults of all ethnicities, many of whom could represent a wide variety of backgrounds, as well as those with disabilities. Materials that students see will include children of different gender, ages, and ethnicity. At points in the curriculum, the cultures of all children are discussed and celebrated with opportunities to share and bring items from home about their families.

Scheduling and Routines

Describe how the curriculum supports developmentally appropriate schedule/routines.

The Get Set For School Pre-K Curriculum includes sample daily schedules and schedules for Pre-K programs that follow an alternate schedule. The types of samples include a full day and half-day schedules. For Pre-K programs with alternative calendars, guidance is provided for implementing the program for 3-day Pre-K programs and preschools that follow a calendar with less than 36 weeks in the school year. An example of a full-day Pre-K schedule would be:

Example Full-Day Pre-K Daily Schedule

- 7:45-8:00 Arrival/ Welcome Activities
- 8:00-8:15 Circle Time, Music, and Movement Whole Group
- 8:15-8:55 Free Play Centers & Teacher-Led Language & Literacy Small Group (Rotation every 10 minutes)
- 8:55-9:35 Free Play Centers & Teacher-Led Readiness & Writing Small Group (Rotation every 10 minutes)
- 9:35-10:05 Recess/ Gross MotorPlay
- 10:05-10:55 Free Play Centers & Teacher-Led Numbers & Math Small Group (Rotation every 10 minutes)
- 10:55-11:25 Lunch
- 11:25-12:25 Nap
- 12:25-12:40 Teacher-Led Oral language/ Sc/ Soc St Whole Group
- 12:40-1:20 Recess/ Gross MotorPlay
- 1:20-1:35 Snack
- 1:35-2:15 Rotating Free Play Centers in Small Groups
- 2:15-2:30 Closing Circle, Music, and Movement Whole Group
- 2:30-2:45 Restroom/ Pack Up
- 2:45-3:00 Dismissal

(Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum, Example Schedule and Alternate Pacing, p. 136)

Diversity

Describe how the curriculum guides experiences that are culturally relevant, diverse and sensitive to children and families. The Get Set For School Pre-K Curriculum materials portray gender, ethnicity, age, work situations, and various social groups with multicultural fairness and advocacy. The illustrations used throughout our materials reflect children and adults of all ethnicities, many of whom could represent a wide variety of backgrounds, as well as those with disabilities. Materials that students see will include children of different gender, ages, and ethnicity. At points in the curriculum, the cultures of all children are discussed and celebrated with opportunities to share and bring items from home about their families.

Describe how diversity is represented in the curriculum.
Consider the content above and review the images and diverse cultural suggestions throughout the curriculum.

Family Involvement

Describe how the curriculum provides opportunities for family involvement. Research consistently shows that a strong school-to-home connection helps children build curiosity, self-esteem, and motivation to learn new things. We provide specific ways to build a home-to-school connection (Vol. 1, p. 94). The curriculum helps make the transition from home to the Pre-K classroom fun and happy for both children and families with resources that encourage teachers and families to work together, assist teachers to better understand what children already know when they enter school, and involve parents when planning for instruction that supports and builds on ways that children learn at home.

The Get Set for School Pre-K curriculum materials encourage family involvement to continue learning activities at home. At times, lessons will ask families to lend items from home to personalize activities (Vol. 2, Numbers & Math, p. 41, Support/ELL, p. 237; Language & Literacy, pp. 66, 124, 252, 310; Social Studies, pp. 199, 421; Science, p. 277) and to facilitate the connection between home and school for children to celebrate diversity, multiple cultures, and traditions. We encourage daily and weekly communication between school and home. Teachers have resources for including families through parent letters, home link activities to review learning from the classroom, letter formation charts, and materials designed for individual lessons. The two hands-on materials, My Book and I Know My Numbers are designed to be initiated in school and be completed at home. In addition, there are online resources that parents or guardians can access and use at home with their children.

Support for Implementation

Describe the supports provided to assist teachers in the implementation of the curriculum. (Examples: Study group, mentor, web-based, intensive orientation, informal/formal observations, lesson plan review, implementation guides, etc.) Learning Without Tears supports educators in using the Get Set for School Curriculum with fidelity. That happens with easy to use materials, as well as, a variety of training options. We offer: live workshops by a professional Learning Without Tears trainer, live and recorded webinars, virtual coaching sessions, and an on demand Professional Development Hub offering self-paced micro learning segments. Our website is robust with many free resources that help our educators with implementation and on-going support such as an archive of pre-recorded webinars, printed resources such as parent welcome letters, letter formation charts. We have a frequently update blog with topics that often relate to the PreK environment. Connect with other professionals who use the curriculum on our social media outlets (Facebook, Twitter, etc.) to share and exchange ideas.

Assessment

Describe the strategies within the curriculum that are used to measure children's progress over time. Located in the Administration TAB of the Assessment section in PreKITT, we provide guidance for giving the assessments and utilizing the data provided. A sample of this guidance is as follows:
Using Data from the Observation Checklists to Differentiate Instruction:
1. Use the Observation Checklists to monitor student progress between the Benchmark Assessments. Color-code areas identified as in need with student names.
2. Use the data from your Observation Checklists to identify targeted instruction and practice you can provide during morning work Centers, etc. For instance, when you identify skills that are a challenge for children, you can provide several activities from the Multisensory Activities & Centers in Vol.1 (pp. 82–90). In

addition, you can add to and extend the Numbers & Math lessons using the Support/ ELL and Enrichment Activities listed below the daily lessons.

3. Language & Literacy: To address letter identification, use the A-B-C Touch & Flip© Cards. Review the Language & Literacy Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and Center ideas. Do not forget the Student App: Sound Around Letters (Vol. 1, pp. 44–45, 53).

4. Readiness & Writing: To address name writing, use the strategies from the Readiness & Writing Multisensory Activities & Centers to assist with planning. Select a teacher-led activity to use in a name writing Center or at another time of the day (Vol. 1, pp. 78–81), and for individual CAPITAL letter practice, use the Wet-Dry-Try App (Vol. 1, p. 73).

5. Numbers & Math: To address number identification, use the 1-2-3 Touch & Flip© Cards. Review the Numbers & Math Multisensory Activities & Centers to assist with planning. Select a teacher-led activity and review the child-led activities for Center ideas for morning work and Center ideas. Do not forget the Student App: Touch & Flip Numbers (Vol. 1, pp. 82–83, 90).

Social Emotional

Describe how the curriculum provides guidance on managing and guiding children’s behavior.

Preschool children learn best when they have positive relationships with other children as well as adults. Within each of the lessons, children develop relationships with peers and adults by taking turns, cooperating with peers, listening and following directions, and attending to simple tasks. Our lessons are mostly structured and predictable, but yet offer a wide variety of content and learning opportunities to engage children. The lessons are 10-15 minutes in length, which is appropriate for preschoolers' attention spans. Many of our lessons begin with music and movement, which is proven to increase the level of attention and alertness. Our lessons are designed to meet children where they are, but challenge them as needed. Meeting children where they help promote success alleviating frustration and possible behavior issues. All of our lessons incorporate social-emotional benchmarks to ensure these critical skills are addressed.