

# The Scholastic Early Childhood Program correlated to Georgia's Pre-K Content Standards

Georgia Pre-K Content Standards	Scholastic Early Childhood Program
<b>Language and Literacy Development Standards</b>	
<b>LD-1 Children will develop skills in listening for a purpose.</b>	
LD-1a Listens to and follows spoken directions	<u>Understands and follows simple oral directions:</u> <b>T1:</b> pgs. 59-61, 63-65, 70-71, 78-79, 93-95, 97-99 <b>T2:</b> pgs. 32-33, 36-37, 40-41, 66-67, 78-79, 112-113 <b>T3:</b> pgs. 40-41, 44-45, 78-79, 104-105, 116-117 <b>T4:</b> pgs. 32-33, 48-49, 66-67, 70-71, 78-79, 104-105, 108-109, 112-113, 116-117 <b>T5:</b> pgs. 44-45, 66-67, 74-75 <b>T6:</b> pgs. 44-45 <b>T7:</b> pgs. 36-37, 44-45, 70-71, 76-79, 82-83, 95, 99, 146-147, 150-151 <b>T8:</b> pgs. 36-37, 48-49, 78-79, 93-95, 97-99, 100-101, 108-113, 146-147 <b>T9:</b> pgs. 25-27, 29-31, 44-45, 70-71 <b>T10:</b> pgs. 36-37, 100-101, 127-129, 131-133 <b>Clifford Activity Book:</b> pgs. 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30
LD-1b Responds to questions	<u>Asks questions and makes comments related to the current topic of discussion:</u> <b>T1:</b> pgs. 34-35, 68-69, 112-113 <b>T2:</b> pgs. 80-81, 84-85, 110-113 <b>T3:</b> pgs. 68-69 <b>T4:</b> pgs. 25-26, 29-30, 50-51, 102-103 <b>T5:</b> pgs. 48-49 <b>T6:</b> pgs. 48-49, 70-71 <b>T7:</b> pgs. 25-27, 29-31, 59-61, 63-65, 100-101, 108-111, 146-147 <b>T8:</b> pgs. 25-26, 29-30, 34-35, 48-49, 68-69 <b>T9:</b> pgs. 32-33, 82-83
LD-1c Listens to recordings and shows understanding through body language or by interacting appropriately.	<u>Listens to tapes and records, and shows understanding through gestures, actions, and/or language:</u> <b>T3:</b> pgs. 32-33, 74-75 <b>T4:</b> pgs. 32-33 <b>T5:</b> pgs. 108-109 <b>T6:</b> pgs. 36-37, 48-49, 78-79, 112-113 <b>T7:</b> pgs. 32-33, 74-75 <b>T8:</b> pgs. 66-67 <b>T9:</b> pgs. 36-37, 70-71, 74-75 <b>T10:</b> pgs. 36-37, 82-83
LD-1d Listens to stories read aloud and shows understanding through body language or by interacting appropriately.	<u>Enjoys listening and discussing storybooks and information books read aloud:</u> <b>T1:</b> pgs. 68-69, 102-103 <b>T2:</b> pgs. 42-43, 68-71, 102-103 <b>T3:</b> pgs. 46-47, 76-77 <b>T4:</b> pgs. 68-69, 102-103, 114-115, 118-119 <b>T5:</b> pgs. 34-35, 68-69 <b>T6:</b> pgs. 34-35, 72-73, 80-81 <b>T7:</b> pgs. 34-35, 42-43, 68-69, 72-73, 136-137, 152-153 <b>T8:</b> pgs. 68-69 <b>T9:</b> pgs. 34-35, 68-69, 80-81, 102-103 <b>T10:</b> pgs. 152-153

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<b>LD-2 Children will learn to discriminate the sounds of language (phonological awareness)</b>	
LD-2b Differentiates sounds that are the same and different	<p><u>Becomes increasingly sensitive to the sounds of spoken words:</u>  <b>T1:</b> pgs. 44-45, 74-75, 108-109  <b>T2:</b> pgs. 40-41, 70-71  <b>T3:</b> pgs. 48-49  <b>T4:</b> pgs. 74-75, 116-117  <b>T5:</b> pgs. 36-37, 66-67, 82-83, 108-109  <b>T6:</b> pgs. 66-6  <b>T7:</b> pgs. 40-41  <b>T8:</b> pgs. 36-37, 108-109, 142-143  <b>T9:</b> pgs. 32-33, 138-139  <b>T10:</b> pgs. 78-79, 100-101, 146-147</p> <p><u>Begins to create and invent words by substituting one sound for another:</u>  <b>T4:</b> pgs. 48-49, 82-83  <b>T6:</b> pgs. 100-101  <b>T7:</b> pgs. 66-67  <b>T8:</b> pgs. 150-151  <b>T9:</b> pgs. 108-109  <b>Clifford Activity Book:</b> pgs. 24, 28</p>
LD-2c Repeats rhymes, poems and finger plays	<p><u>Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems:</u>  <b>T1:</b> pgs. 40-41, 116-117  <b>T2:</b> pgs. 48-49, 66-67, 116-117  <b>T3:</b> pgs. 82-83  <b>T4:</b> pgs. 32-33, 40-41, 66-67, 74-75, 82-83, 100-101  <b>T5:</b> pgs. 74-75, 104-105, 112-113  <b>T6:</b> pgs. 40-41, 74-75, 104-105  <b>T7:</b> pgs. 32-33, 44-45, 100-101, 104-105, 127-129, 131-133  <b>T8:</b> pgs. 40-41, 48-49, 82-83  <b>T9:</b> pgs. 40-41, 66-67, 114-115  <b>T10:</b> pgs. 32-33, 44-45, 78-79, 104-105, 108-109, 112-113, 138-139, 142-143  <b>Songs and Fingerplays:</b> pgs. 7, 9-10, 12-13, 15-16, 19, 21-22, 25, 27-28, 30-31, 33-34</p>
LD-2d Recognizes the same beginning sounds in different words (alliteration)	<p><u>Begins to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way:</u>  <b>T1:</b> pgs. 100-101  <b>T2:</b> pgs. 100-101, 108-109  <b>T3:</b> pgs. 110-113  <b>T4:</b> pgs. 93, 97  <b>T5:</b> pgs. 36-37, 44-45  <b>T6:</b> pgs. 82-83, 108  <b>T7:</b> pgs. 66-67  <b>T8:</b> pgs. 32-33, 100-101, 114-117, 134-135  <b>T9:</b> pgs. 146-147  <b>T10:</b> pgs. 66-67, 70-71, 104-105  <b>Clifford Activity Book:</b> pgs. 16, 28</p>
LD-2e Shows growing ability to hear and discriminate separate	<p><u>Begins to break words into syllables or claps along with each syllable or phrase:</u></p>

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syllables in words	<b>T2:</b> pgs. 32-33 <b>T4:</b> pgs. 108-109 <b>T5:</b> pgs. 82-83 <b>T6:</b> pgs. 48-49, 116-117 <b>T7:</b> pgs. 78-79, 82-83, 104-105 <b>T8:</b> pgs. 108-109 <b>T9:</b> pgs. 116-117 <b>T10:</b> pgs. 36-37, 100-101, 134-135
LD-2f      Creates and invents words by substituting one sound for another	<u>Begins to create and invent words by substituting one sound for another:</u> <b>T4:</b> pgs. 48-49, 82-83 <b>T6:</b> pgs. 100-101 <b>T7:</b> pgs. 66-67 <b>T8:</b> pgs. 150-151 <b>T9:</b> pgs. 108-109
<b>LD-3 Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books</b>	
LD-3a      Increases vocabulary through everyday communication	<u>Shows a steady increase in listening and speaking vocabulary:</u> <b>T1:</b> pgs. 74-75, 112-113 <b>T2:</b> pgs. 114-115 <b>T3:</b> pgs. 36-37, 84-85 <b>T4:</b> pgs. 100-101 <b>T5:</b> pgs. 104-105 <b>T7:</b> pgs. 48-49, 70-71, 78-81 <b>T8:</b> pgs. 142-143, 146-147 <b>T9:</b> pgs. 108-109 <b>T10:</b> pgs. 59-61, 63-65, 116-117, 134-135, 146-147 <u>Uses new vocabulary in everyday communication:</u> <b>T1:</b> pgs. 118-119 <b>T3:</b> pgs. 25-27, 29-31, 70-71 <b>T4:</b> pgs. 108-109 <b>T5:</b> pgs. 38-39 <b>T6:</b> pgs. 70-71 <b>T7:</b> pgs. 112-113, 116-117 <b>T9:</b> pgs. 59-61, 63-65, 138-139 <b>T10:</b> pgs. 50-51, 59-61, 63-65, 84-85, 138-139, 152-153
LD-3b      Uses new vocabulary words correctly within the context of play or other classroom experiences	<u>Uses new vocabulary in everyday communication:</u> <b>T1:</b> 118-119 <b>T3:</b> 25-27, 29-31, 70-71 <b>T4:</b> 108-109 <b>T5:</b> 38-39 <b>T6:</b> 70-71 <b>T7:</b> 112-113, 116-117 <b>T9:</b> 59-61, 63-65, 138-139 <b>T10:</b> pgs. 50-51, 59-61, 63-65, 84-85, 138-139, 152-153 <u>Links new experiences and vocabulary to what is already known about a topic:</u> <b>T1:</b> pgs. 70-71 <b>T2:</b> pgs. 84-85 <b>T3:</b> pgs. 66-67, 80-81, 112-113 <b>T4:</b> pgs. 80-81

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	<b>T5:</b> pgs. 25-27, 29-31, 42-43, 70-71, 78-79 <b>T6:</b> pgs. 80-81, 100-101, 112 <b>T7:</b> pgs. 68-69, 70-71, 78-79, 108-109, 116-117, 142-143 <b>T8:</b> pgs. 104-105 <b>T9:</b> pgs. 82-83 <b>T10:</b> pgs. 25-27, 29-31, 34-35, 40-41, 102-105, 150-151
LD-3c      Connects new vocabulary with prior educational experiences	<u>Links new experiences and vocabulary to what is already known about a topic:</u> <b>T1:</b> pgs. 70-71 <b>T2:</b> pgs. 84-85 <b>T3:</b> pgs. 66-67, 80-81, 112-113 <b>T4:</b> pgs. 80-81 <b>T5:</b> pgs. 25-27, 29-31, 42-43, 70-71, 78-79 <b>T6:</b> pgs. 80-81, 100-101, 112 <b>T7:</b> pgs. 68-69, 70-71, 78-79, 108-109, 116-117, 142-143; <b>T8:</b> pgs. 104-105 <b>T9:</b> pgs. 82-83 <b>T10:</b> pgs. 25-27, 29-31, 34-35, 40-41, 102-105, 150-151
<b>LD-4 Children will develop and expand expressive language (speaking) skills</b>	
LD-4a      Uses language for a variety of purposes	<u>Uses language for a variety of purposes:</u> <b>T2:</b> pgs. 84-85 <b>T3:</b> pgs. 26, 30, 44-45, 59-61, 63-65, 82-83, 94-95, 98-99 <b>T4:</b> pgs. 82-83 <b>T5:</b> pgs. 40-41, 116-117 <b>T6:</b> pgs. 82-83, 108 <b>T7:</b> pgs. 48-49, 134-135 <b>T9:</b> pgs. 78-79, 82-83
LD-4b      Engages in conversations with adults and children	<u>Begins to engage in conversation and follows conversational rules:</u> <b>T1:</b> pgs. 26-27, 30-31, 104-105, 116-117 <b>T2:</b> pgs. 42-43, 60-61, 64-65, 82-83 <b>T3:</b> pgs. 42-43 <b>T4:</b> pgs. 44-45, 61, 65, 70-71, 74-75, 84-85 <b>T5:</b> pgs. 42-43, 61, 65, 108-109 <b>T6:</b> pgs. 44-45, 93-95, 97-99, 104-105 <b>T7:</b> pgs. 26-27, 30-31, 106-107 <b>T8:</b> pgs. 42-43, 76-77, 144-145, 148-149 <b>T9:</b> pgs. 27, 31, 66-67, 104-105, 127-129, 131-133, 144-145, 150-151 <b>T10:</b> pgs. 94-95, 98-99, 108-109 <u>Listens to and engages in several exchanges of conversation with others:</u> <b>T1:</b> pgs. 76-77 <b>T2:</b> pgs. 38-39, 76-77, 102-103 <b>T3:</b> pgs. 68-69, 102-103 <b>T4:</b> pgs. 34-35 <b>T5:</b> pgs. 112-113 <b>T6:</b> pgs. 74-75 <b>T7:</b> pgs. 93-95, 97-99, 108-109, 128-129, 132-133

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	<b>T8:</b> pgs. 116-117, 127-129, 131-133, 138-139 <b>T9:</b> pgs. 26-27, 30-31, 44-45, 100-101, 138-139 <b>T10:</b> pgs. 76-77, 108-109, 138-139
LD-4c      Uses complete sentences of increasing length in conversation	<u>Uses sentences of increasing length and grammatical complexity in everyday speech:</u> <b>T1:</b> pgs. 34-35, 59-61, 63-65, 108-109 <b>T3:</b> pgs. 70-71 <b>T4:</b> pgs. 78-79 <b>T5:</b> pgs. 100-101 <b>T7:</b> pgs. 59-61, 63-65, 82-83, 138-139 <b>T8:</b> pgs. 72-73, 146-147 <b>T9:</b> pgs. 94-95, 98-99, 110-111 <b>T10:</b> pgs. 70-71, 78-79, 138-139 <b>Clifford Activity Book:</b> pg. 12
LD-4d      Uses language to pretend or create	<u>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play:</u> <b>T12:</b> pg. 94 <b>T3:</b> pgs. 72-73 <b>T5:</b> pgs. 76-77 <b>T6:</b> pgs. 110-111 <b>Observation and Assessment:</b> pgs. 33, 36
<b>LD-5 Children will begin to develop age-appropriate strategies that will assist in reading.</b>	
LD-5a      Demonstrates an interest in books or stories	<u>Shares books and engages in pretend reading with other children:</u> <b>T2:</b> pgs. 60-61, 64-65 <b>T6:</b> pgs. 38-39, 118-119 <b>T9:</b> pgs. 152-153 <u>Demonstrates an interest in books and reading through body language and facial expressions:</u> <b>T2:</b> pgs. 25-26, 29-30 <b>T3:</b> pgs. 102-103 <b>T5:</b> pgs. 118-119 <b>T6:</b> pgs. 25-27, 29-31 <b>T7:</b> pgs. 136-137 <b>T10:</b> pgs. 34-35
LD-5b      Discusses books or stories read aloud	<u>Enjoys listening and discussing storybooks and information books read aloud:</u> <b>T1:</b> pgs. 68-69, 102-103 <b>T2:</b> pgs. 42-43, 68-71, 102-103 <b>T3:</b> pgs. 46-47, 76-77 <b>T4:</b> pgs. 68-69, 102-103, 114-115, 118-119 <b>T5:</b> pgs. 34-35, 68-69 <b>T6:</b> pgs. 34-35, 72-73, 80-81 <b>T7:</b> pgs. 34-35, 42-43, 68-69, 72-73, 136-137, 152-153 <b>T8:</b> pgs. 68-69 <b>T9:</b> pgs. 34-35, 68-69, 80-81, 102-103 <b>T10:</b> pgs. 152-153
LD-5c      Exhibits book-handling skills	<u>Understands that books and other print resources are handled in specific ways:</u> <b>T4:</b> pgs. 46-47, 61, 65 <b>T5:</b> pgs. 94-95, 98-99 <b>T9:</b> pgs. 148-149

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LD-5d	Associates symbols with objects, concepts and functions	<u>Understands that different text forms are used for different functions:</u> <b>T3:</b> pgs. 50-51 <b>T4:</b> pgs. 106-107 <b>T5:</b> pgs. 84-85, 93-95, 97-99 <b>T6:</b> pgs. 50-51, 72-73, 118-119 <b>T10:</b> pgs. 50-51 <b>Clifford Activity Book:</b> pg. 8
LD-5e	Recognizes that print represents spoken words	<u>Understands that print carries a message by recognizing labels, signs, and other print forms in the environment:</u> <b>T2:</b> pgs. 94-95, 98-99 <b>T4:</b> pgs. 118-119 <b>T5:</b> pgs. 50-51 <u>Begins to recognize the association between spoken and written words by following the print as it is read aloud:</u> <b>T2:</b> pgs. 34-35 <b>T3:</b> pgs. 72-73 <b>T4:</b> pgs. 72-73 <b>T5:</b> pgs. 80-81 <b>T7:</b> pgs. 38-39, 50-51, 84-85, 102-103, 118-119 <b>T9:</b> pgs. 46-47 <b>T10:</b> pgs. 38-39, 50-51, 72-73, 84-85, 102-103, 118-119
LD-5f	Dramatizes, tells and retells poems and stories	<u>Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems:</u> <b>T1:</b> pgs. 40-41, 116-117 <b>T2:</b> pgs. 48-49, 66-67, 116-117 <b>T3:</b> pgs. 82-83 <b>T4:</b> pgs. 32-33, 40-41, 66-67, 74-75, 82-83, 100-101 <b>T5:</b> pgs. 74-75, 104-105, 112-113 <b>T6:</b> pgs. 40-41, 74-75, 104-105 <b>T7:</b> pgs. 32-33, 44-45, 100-101, 104-105, 127-129, 131-133 <b>T8:</b> pgs. 40-41, 48-49, 82-83 <b>T9:</b> pgs. 40-41, 66-67, 114-115 <b>T10:</b> pgs. 32-33, 44-45, 78-79, 104-105, 108-109, 112-113, 138-139, 142-143 <u>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play:</u> <b>T3:</b> pgs. 72-73 <b>T5:</b> pgs. 76-77 <b>T6:</b> pgs. 110-111 <u>Begins to create or recreate stories, moods, or experiences through dramatic representations:</u> <b>T1:</b> pgs. 84-85, 95, 99 <b>T2:</b> pgs. 104-105 <b>T3:</b> pgs. 50-51 <b>T4:</b> pgs. 27, 31, 34-35, 66-67, 76-77 <b>T5:</b> pgs. 32-35, 68-69, 104-105 <b>T6:</b> 25, 27, 29, 31, 78-79, 118-119 <b>T7:</b> pgs. 116-117, 127, 131, 136-137, 140-141

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		<b>T8:</b> pgs. 26-27, 30-31, 148-149 <b>T9:</b> pgs. 61, 65, 116-117 <b>T10:</b> pgs. 26-27, 30-31
LD-5g	Identifies some individual letters of the alphabet	<u>Identifies 10 or more printed alphabet letters:</u> <b>T5:</b> pgs. 106-107 <b>T9:</b> pgs. 106-107 <b>T10:</b> pgs. 118-119 <b>Observation and Assessment:</b> pgs. 27, 42 <b>Clifford Activity Book:</b> pg. 4
LD-5h	Shares books and engages in pretend-reading with other children	<u>Shares books and engages in pretend reading with other children:</u> <b>T2:</b> pgs. 60-61, 64-65 <b>T6:</b> pgs. 38-39, 118-119 <b>T9:</b> pgs. 152-153 <u>Begins to share and cooperate with others in group activities:</u> <b>T1:</b> pgs. 25-27, 29-31, 59-61, 63-65, 94-95, 98-99 <b>T2:</b> pgs. 60-61, 64-65, 93, 95, 97, 99 <b>T3:</b> pgs. 59-61, 63-65, 93-95, 97-99 <b>T4:</b> pgs. 93-95, 97-99 <b>T5:</b> pgs. 27, 31 <b>T6:</b> pgs. 25-27, 29-31, 59-61, 63-65 <b>T7:</b> pgs. 93-95, 97-99, 118-119 <b>T8:</b> pgs. 26-27, 30-31 <b>T9:</b> pgs. 93-95, 97-99
LD-5i	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	<u>Becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story:</u> <b>T1:</b> pgs. 114-115 <b>T4:</b> pgs. 114-115 <b>T6:</b> pgs. 68-69 <b>T9:</b> pgs. 80-81 <b>T10:</b> pgs. 80-81
LD-5j	Recognizes books as a source of information	<u>Asks questions and makes comments about information and events from books:</u> <b>T2:</b> pgs. 80-81 <b>T5:</b> pgs. 34-35 <b>T7:</b> pgs. 108-109 <b>T8:</b> pgs. 148-149 <b>T9:</b> pgs. 42-43, 106-107 <b>T10:</b> pgs. 42-43
LD-5k	Connects information and events in books to real-life experiences	<u>Connects information and events in books to real life experiences:</u> <b>T1:</b> pgs. 76-77 <b>T2:</b> pgs. 46-47, 50-51, 68-69, 106-107, 110-111 <b>T3:</b> pgs. 110-111 <b>T4:</b> pgs. 110-111 <b>T5:</b> pgs. 102-103 <b>T6:</b> pgs. 38-39, 42-43 <b>T7:</b> pgs. 106-107 <b>T9:</b> pgs. 102-103, 136-137 <b>T10:</b> pgs. 140-141

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<b>LD-6 Children will begin to develop age-appropriate writing skills</b>	
LD-6a Experiments with a variety of writing tools, materials and surfaces	<u>Begins to hold writing tool with fingers instead of fist:</u> <b>T1:</b> pgs. 93-95, 97-99 <b>T5:</b> pgs. 25-27, 29-31 <b>T7:</b> pgs. 60-61, 64-65 <b>T8:</b> pgs. 60-61, 64-65, 94-95, 98-99, 128, 132 <b>T9:</b> pgs. 25-26, 29-30, 93-95, 97-99, 128, 132 <b>T10:</b> pgs. 59, 63, 93-95, 97-99, 127-128, 131-132
LD-6b Uses scribbles, shapes, pictures and letters or other forms of Writing	<u>Uses known letters and approximations of letters to represent written language:</u> <b>T3:</b> pgs. 38-39 <b>T4:</b> pgs. 60, 64 <b>T5:</b> pgs. 106-107 <b>T5:</b> pgs. 26-27, 30-31 <b>T8:</b> pgs. 102-103 <b>T9:</b> pgs. 50-51, 84-85 <b>T10:</b> pgs. 46-47 <u>Attempts to use a variety of forms of writing:</u> <b>T6:</b> pgs. 60-61, 64-65 <b>T8:</b> pgs. 118-119 <b>T9:</b> pgs. 50-51, 80-81 <b>T10:</b> pgs. 50-51 <u>Attempts to write messages as part of playful activity:</u> <b>T2:</b> pgs. 94-95, 98-99
Stages of writing: Pictures Scribbles (squiggle lines and shapes) Letter-like forms Copies letters/words from the environment Uses letters to represent sounds in words Labels objects in drawings Connects words to form sentences Creates a story with beginning, middle, and end	<u>Uses colors, surface textures, and shapes to create form and meaning:</u> <b>T1:</b> pgs. 26-27, 30-31, 76-77 <b>T2:</b> pgs. 59-61, 63-65 <b>T3:</b> pgs. 60-61, 64-65, 76-77 <b>T4:</b> pgs. 60, 64 <b>T5:</b> pgs. 25-27, 29-31, 106-107 <b>T6:</b> pgs. 26-27, 30-31 <b>T7:</b> pgs. 26-27, 30-31, 38-39, 42-43, 60-61, 64-65, 72-73, 80-81, 84-85 <b>T8:</b> pgs. 76-77, 129, 133 <b>T9:</b> pgs. 59-61, 63-65, 93-95, 97-99, 144-145 <b>T10:</b> pgs. 25-27, 29-31, 46-47, 59-61, 63-65, 80-81, 93-95, 97-99
LD-6c Understands that print is used to communicate ideas and information (writing for a purpose)	<u>Understands that print carries a message by recognizing labels, signs, and other print forms in the environment:</u> <b>T2:</b> pgs. 94-95, 98-99 <b>T4:</b> pgs. 118-119 <b>T5:</b> pgs. 50-51 <u>Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems:</u> <b>T1:</b> pgs. 110-111, 118-119 <b>T2:</b> pgs. 25-26, 29-30, 34-35, 72-73, 118-119 <b>T3:</b> pgs. 50-51, 84-85, 94-95, 98-99, 118-119 <b>T4:</b> pgs. 106-107

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Georgia Pre-K Content Standards		Scholastic Early Childhood Program
		<b>T5:</b> pgs. 110-111 <b>T6:</b> pgs. 50-51, 72-73, 94-95, 98-99 <b>T7:</b> pgs. 50-51, 84-85, 118-119, 150-151 <b>T8:</b> pgs. 60-61, 64-65, 114-115 <b>T9:</b> pgs. 50-51, 102-103 <b>T10:</b> pgs. 114-115, 118-119
LD-6d	Begins to dictate words, phrases, and sentences to an adult recording on paper	<u>Begins to dictate words, phrases, and sentences to an adult recording on paper:</u> <b>T4:</b> pgs. 38-39, 76-77 <b>T6:</b> pgs. 38-39, 114-115 <b>T7:</b> pgs. 42-43 <b>T8:</b> pgs. 50-51, 72-73, 84-85 <b>T9:</b> pgs. 50-51 <b>T10:</b> pgs. 152-153
<b>Mathematics Development Standards</b> <b>MD-1 Children will begin to develop an understanding of numbers.</b>		
MD-1a	Counts by rote	<u>Counts by ones to 10 or higher:</u> <b>T1:</b> pgs. 100-101 <b>T4:</b> pgs. 94, 98, 102-105, 112-113 <b>T5:</b> pgs. 59-60, 63-64 <b>T8:</b> pgs. 140-141 <b>Observation and Assessment:</b> pg. 43
MD-1b	Arranges sets of objects in one-to-one correspondence	<u>Arranges sets of concrete objects in one-to-one correspondence:</u> <b>T2:</b> pgs. 25, 29 <b>T3:</b> pgs. 94-95, 98-99 <b>T4:</b> pgs. 36-37, 44-45 <b>T5:</b> pgs. 25-26, 29-30 <b>T10:</b> pgs. 94-95, 98-99 <b>Math Concept Cards: #'s,</b> 14, 16-18 <b>Clifford's Activity Book:</b> pg. 26
MD-1c	Counts objects using one-to-one correspondence	<u>Counts concrete objects to five or higher:</u> <b>T3:</b> pgs. 27, 31, 36-37, 44-45, 60, 64, 68-69, 78-79, 84-85, 94, 98, 100-101, 108-109, 116-117 <b>T4:</b> pgs. 94, 98, 102-105, 110-113, 118-119 <b>T5:</b> pgs. 32-33, 59-60, 63-64, 78-79, 104-105, 116-117 <b>T8:</b> pgs. 144-145 <b>T9:</b> pgs. 72-73, 128, 132 <b>T10:</b> pgs. 59-60, 63-64 <b>Math Concept Cards: #'s,</b> 8-11, 13, 15-19, 23, 35-36, 40 <b>Clifford's Activity Book:</b> pgs. 6, 18, 26
MD-1d	Compares sets of objects using language	<u>Begins to compare the numbers of concrete objects using language:</u> <b>T4:</b> pgs. 44-45, 50-51 <b>T10:</b> pgs. 142-143 <b>Math Concept Cards: #'s,</b> 1-5, 7-9, 11, 13-14, 16-18, 35 <b>Clifford's Activity Book:</b> pg. 26
MD-1e	Begins to understand concept of part and whole using real objects	<u>Begins to demonstrate part of and whole with real objects:</u> <b>T4:</b> pgs. 60, 64, 68-71, 76-79, 84-85

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Georgia Pre-K Content Standards		Scholastic Early Childhood Program
		<b>Math Concept Cards: #'s, 5, 14, 18-19, 23, 35</b>
MD-1f	Identifies first and last in a series.	<b>T8:</b> pg. 104 <b>Math Concept Cards: #'s, 8, 12</b> <b>Observation and Assessment:</b> pgs. 31, 40
MD-1g	Associates numeral name with set of objects.	<b>T3:</b> pgs. 26-27, 60-61 <b>T5:</b> pgs. 40-41, 70-71, 78-79, 84-85, 94-95, 116-117 <b>Math Concept Cards: #'s, 8-13, 15-19, 35</b> <b>Observation and Assessment:</b> pgs. 34, 37, 43
<b>MD-2 Children will create and duplicate simple patterns.</b>		
MD-2a	Copies a pattern using sounds or physical movements.	<u>Imitates pattern sounds and physical movements:</u> <b>T2:</b> pgs. 36-37, 78-79 <b>T3:</b> pgs. 66-67 <b>Math Concept Cards: #'s, 5-6</b> <b>Observation and Assessment:</b> pgs. 31, 34, 40
MD-2b	Recognizes and reproduces simple patterns of objects.	<u>Recognizes and reproduces simple patterns of concrete objects:</u> <b>T2:</b> pgs. 42-45, 50-51, 60, 64, 72-75 <b>Math Concept Cards: #'s, 1-6, 8</b> <b>Observation and Assessment:</b> pg. 31 <b>Clifford's Activity Book:</b> pg. 22
MD-2c	Reproduces and extends a pattern using objects.	<u>Begins to predict what comes next when patterns are extended:</u> <b>T2:</b> pgs. 60, 64, 68-69, 74-75, 84-85 <b>T6:</b> pgs. 46-47 <b>Math Concept Cards: #'s, 3-6, 8</b> <b>Observation and Assessment:</b> pg. 31
MD-2d	Independently creates patterns using objects.	<u>Recognizes and reproduces simple patterns of concrete objects:</u> <b>T2:</b> pgs. 42-45, 50-51, 60, 64, 72-75 <b>Math Concept Cards: #'s, 3, 5-6, 8</b>
MD-2e	Spontaneously recognizes and identifies patterns in the Environment.	<u>Begins to recognize patterns in their environment:</u> <b>T2:</b> pgs. 25-27, 29-30, 34-35, 44-45 <b>T7:</b> pgs. 70-71 <b>Math Concept Cards: #'s, 5-6, 8</b> <b>Observation and Assessment:</b> pgs. 31, 40
<b>MD-3 Children will sort and classify objects.</b>		
MD-3a	Matches like objects.	<u>Matches objects that are alike:</u> <b>T1:</b> pgs. 26, 30, 34-35, 46-49, 60, 64, 94, 98 <b>T4:</b> pgs. 26, 30, 34-35, 42-43 <b>T5:</b> pg. 26 <b>T7:</b> pgs. 26-27, 40-41, 128-129, 148-149 <b>Math Concept Cards: #'s, 1-4, 7, 16-17, 29, 35-36</b> <b>Observation and Assessment:</b> pgs. 31, 34 <b>Clifford's Activity Book:</b> pg. 26
MD-3b	Sorts objects using one characteristic.	<b>T1:</b> pgs. 94-95 <b>T4:</b> pgs 26-27 <b>T5:</b> pgs 50-51, 102-103 <b>T9:</b> pgs. 104-105, 110-111 <b>Math Concept Cards: #'s, 1-4, 7, 11, 15-17, 35-37, 39</b> <b>Observation and Assessment:</b> pg. 31 <b>Clifford's Activity Book:</b> pg. 26

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Georgia Pre-K Content Standards		Scholastic Early Childhood Program
MD-3c	Classifies objects using more than one characteristic.	<u>Sorts objects and organisms into groups and begins to describe how groups were organized:</u> <b>T1:</b> pgs. 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113 <b>T2:</b> pgs. 94-95, 98-99, 112-113 <b>T4:</b> pgs. 26, 30 <b>T5:</b> pgs. 94-95, 98-99 <b>T6:</b> pgs. 94-95, 98-99 <b>T7:</b> pgs. 26-27, 30-31 <b>T8:</b> pgs. 59-61, 63-65, 110-111 <b>T9:</b> pgs. 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151 <b>T10:</b> pgs. 26-27, 30-31, 74-75, 116-117, 136-137, 140-141 <b>Math Concept Cards: #’s, 1-4, 16-18, 35-36</b> <b>Clifford’s Activity Book: pg. 10</b>
MD-3d	Sorts and classifies objects using self-selected criteria.	<u>Sorts objects and organisms into groups and begins to describe how groups were organized:</u> <b>T1:</b> pgs. 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113 <b>T2:</b> pgs. 94-95, 98-99, 112-113 <b>T4:</b> pgs. 26, 30 <b>T5:</b> pgs. 94-95, 98-99 <b>T6:</b> pgs. 94-95, 98-99 <b>T7:</b> pgs. 26-27, 30-31 <b>T8:</b> pgs. 59-61, 63-65, 110-111 <b>T9:</b> pgs. 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151 <b>T10:</b> pgs. 26-27, 30-31, 74-75, 116-117, 136-137, 140-141 <b>Math Concept Cards: #’s, 2-3, 7, 35</b>
MD-3e	Explains sorting or classifying strategy.	<u>Sorts objects and organisms into groups and begins to describe how groups were organized:</u> <b>T1:</b> pgs. 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113 <b>T2:</b> pgs. 94-95, 98-99, 112-113 <b>T4:</b> pgs. 26, 30; <b>T5:</b> pgs. 94-95, 98-99 <b>T6:</b> pgs. 94-95, 98-99 <b>T7:</b> pgs. 26-27, 30-31 <b>T8:</b> pgs. 59-61, 63-65, 110-111 <b>T9:</b> pgs. 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151 <b>T10:</b> pgs. 26-27, 30-31, 74-75, 116-117, 136-137, 140-141 <b>Math Concept Cards: #’s, 1-4, 7-8, 11, 15-16, 18-19, 29, 35-37, 39</b> <b>Clifford’s Activity Book: pg. 10</b>
MD-3f	Participates in creating and using real and pictorial graphs or other simple representations of data.	<u>Participates in creating and using real and pictorial graphs:</u> <b>T2:</b> pgs. 60, 64 <b>T3:</b> pgs. 110–111 <b>T8:</b> pgs. 94-95, 98-99, 144-145 <b>T9:</b> pgs. 76-77, 128, 132, 148-151

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Georgia Pre-K Content Standards		Scholastic Early Childhood Program
		<b>T10:</b> pgs. 26, 30, 34-35, 38-39, 108-109, 116-117 <b>Math Concept Cards:</b> #'s, 4, 36-37, 39-40
<b>MD-4 Children will develop a sense of space and an understanding of basic shapes.</b>		
MD-4a	Recognizes and describes basic geometric shapes.	<u>Begins to recognize, describe, and name shapes:</u> <b>T1:</b> pgs. 26-27, 60-61 <b>T6:</b> pgs. 94-95 <b>T7:</b> pgs. 26-27, 30-31, 34-37, 40-41, 44-45, 48-51, 59-61, 63-65, 70-73, 80-81, 148-149 <b>T9:</b> pgs. 106-107 <b>Math Concept Cards:</b> #'s, 14, 28-29
MD-4b	Uses classroom materials to create shapes.	<u>Uses colors, surface textures, and shapes to create form and meaning:</u> <b>T1:</b> pgs. 26-27, 30-31, 76-77 <b>T2:</b> pgs. 59-61, 63-65 <b>T3:</b> pgs. 60-61, 64-65, 76-77 <b>T4:</b> pgs. 60, 64 <b>T5:</b> pgs. 25-27, 29-31, 106-107 <b>T6:</b> pgs. 26-27, 30-31 <b>T7:</b> pgs. 26-27, 30-31, 38-39, 42-43, 60-61, 64-65, 72-73, 80-81, 84-85 <b>T8:</b> pgs. 76-77, 129, 133 <b>T9:</b> pgs. 59-61, 63-65, 93-95, 97-99, 144-145 <b>T10:</b> pgs. 25-27, 29-31, 46-47, 59-61, 63-65, 80-81, 93-95, 97-99 <b>Math Concept Cards:</b> #'s, 14
MD-4c	Uses language to indicate where things are in space: positions, directions, distances, order.	<u>Begins to use words that indicate where things are in space:</u> <b>T1:</b> pgs. 72-73 <b>T3:</b> pgs. 66-67 <b>T7:</b> pgs. 93-94, 97-98, 102-103, 106-107, 110-113, 116-117, 128-129, 132-133 <b>T8:</b> pgs. 128-129, 132-133 <b>T9:</b> pgs. 25-27, 29-31, 42-43, 59-61, 63-65, 68-71, 74-75, 78-79, 84-85 <b>Math Concept Cards:</b> #'s, 8, 21-22, 30-34 <b>Clifford's Activity Book:</b> pg. 20
<b>MD-5 Children will learn how to use a variety of non-standard and standard means of measurement.</b>		
MD-5a	Associates and describes the passage of time with actual events.	<u>Begins to categorize time intervals and uses language associated with time in everyday situations:</u> <b>T8:</b> pgs. 102-105, 118-119 <b>Math Concept Cards:</b> #'s, 26
MD-5b	Uses mathematical language to describe experiences involving measurement.	<b>T6:</b> pgs. 26-27, 36-37, 42-45, 50-51 <b>Math Concept Cards:</b> #'s, 20-21, 23-27 <b>Clifford's Activity Book:</b> pg. 30 <b>Cross Curriculum Content Areas:</b> pg. 18
MD-5c	Measures the passage of time using non-standard or standard measures.	<b>T8:</b> pgs. 70-71, 102-103, 110-113, 118-119 <b>Math Concept Cards:</b> #'s, 26 <b>Observation and Assessment:</b> pgs. 37, 40
MD-5d	Measures the length of objects using non-standard or standard measures.	<b>T10:</b> pgs. 128-129 <b>Math Concept Cards:</b> #'s, 20-21 <b>Observation and Assessment:</b> pgs. 37, 40 <b>Clifford's Activity Book:</b> pg. 30 <b>Cross Curriculum Content Areas:</b> pgs. 18-19

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MD-5e	Measures the volume of objects using non-standard or standard measures.	<b>T7:</b> pgs. 144-145 <b>T8:</b> pgs. 26-27, 34-37, 42-45, 50-51 <b>Math Concept Cards:</b> #'s, 24, 38 <b>Observation and Assessment:</b> pgs. 37, 40
MD-5f	Measures and compares the weight of objects using nonstandard or standard measures.	<b>T6:</b> pgs. 60-61, 68-71, 76-79, 84-85 <b>Math Concept Cards:</b> #'s, 22 <b>Cross Curriculum Content Areas:</b> pg. 19 <b>Observation and Assessment:</b> pgs. 37, 40
MD-5g	Orders two or more objects by size (seriation).	<u>Begins to order two or three objects by size:</u> <b>T6:</b> pgs. 60, 64, 78-79 <u>Begins to make size comparisons between objects:</u> <b>T2:</b> pgs. 94-95, 98-99, 102-105, 110-113, 118-119 <b>T6:</b> pgs. 26-27, 30-31, 34-37, 42-43 <b>T8:</b> pgs. 26, 30 <b>T10:</b> pgs. 94-95, 98-99, 127-129, 131-133, 150-151 <b>Math Concept Cards:</b> #'s, 8, 20 <b>Observation and Assessment:</b> pg. 37
<b>Science Development Standards</b> <b>SD-1 Children will use processes of science to actively explore and increase understanding of the environment.</b>		
SD-1a	Asks questions about objects, organisms or events in environment.	<u>Asks questions about objects, events, and organisms and describes observations:</u> <b>T1:</b> pgs. 60-61, 64-65 <b>T2:</b> pgs. 93-95, 97-99 <b>T3:</b> pgs. 106-107 <b>T4:</b> pgs. 59-60, 63-64 <b>T5:</b> pgs. 42-43 <b>T6:</b> pgs. 59, 63 <b>T9:</b> pgs. 59-61, 63-65 <b>Science Posters:</b> Autumn Leaves, Watch How Things Grow, How a Chick Develops, What Is an Insect?, The Monarch Butterfly, Animals Use Camouflage to Hide, Parts of a Tree, Around the World You Can See..., How Do These Instruments Make Sound? They Vibrate!, How We Get Bread, Bats! Bats! Bats!
SD-1b	Uses senses to observe and learn about objects.	<u>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena:</u> <b>T1:</b> pgs. 59-61, 63-65 <b>T2:</b> pgs. 106-107 <b>T3:</b> pgs. 26, 30, 59-61, 63-65, 80-81 <b>T4:</b> pgs. 84-85, 94-95, 98-99 <b>T7:</b> pgs. 66-67, 76-77 <b>T8:</b> pgs. 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133 <b>T9:</b> pgs. 48-49, 116-117 <b>T10:</b> pgs. 32-33, 59-61, 63-65, 116-117 <b>Science Posters:</b> Autumn Leaves, Watch How Things Grow, How a Chick Develops, What Is an Insect?, The Monarch Butterfly, Animals Use Camouflage to Hide, Parts of a Tree, Around the World You Can See..., How Do These Instruments Make Sound? They Vibrate!, How We Get Bread,

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	Bats! Bats! Bats!
SD-1c Uses language to describe observation.	<u>Uses language for a variety of purposes:</u> <b>T2:</b> pgs. 84-85 <b>T3:</b> pgs. 26, 30, 44-45, 59-61, 63-65, 82-83, 94-95, 98-99 <b>T4:</b> pgs. 82-83 <b>T5:</b> pgs. 40-41, 116-117 <b>T6:</b> pgs. 82-83, 108 <b>T7:</b> pgs. 48-49, 134-135 <b>T9:</b> pgs. 78-79, 82-83 <b>Science Posters:</b> Autumn Leaves, Watch How Things Grow, How a Chick Develops, What Is an Insect?, The Monarch Butterfly, Animals Use Camouflage to Hide, Parts of a Tree, Around the World You Can See..., How Do These Instruments Make Sound? They Vibrate!, How We Get Bread, Bats! Bats! Bats!
SD-1d Uses simple equipment to experiment, observe and increase understanding.	<u>Explore by manipulating materials with simple equipment:</u> <b>T3:</b> pgs. 25-27, 29-31 <b>T4:</b> pgs. 94, 98 <b>T6:</b> pgs. 94, 98 <b>T7:</b> pgs. 93-95, 97-99 <b>T9:</b> pgs. 144-145
SD-1e Records observations through dictating to an adult, drawing pictures or using other forms of writing.	<u>Shares observations and findings through pictures, discussions, or dramatizations:</u> <b>T1:</b> pgs. 26-27, 30-31 <b>T4:</b> pgs. 26-27, 30-31, 50-51 <b>T7:</b> pgs. 25-27, 29-31 <b>T8:</b> pgs. 59-61, 63-65, 93-95, 97-98, 106-107, 114-115, 127-128, 131-132 <b>T9:</b> pgs. 38-39, 74-75 <b>T10:</b> pgs. 25-27, 29-31
SD-1f Predicts what will happen next based on previous experience.	<u>Predicts what will happen next, based on previous experience:</u> <b>T6:</b> pgs. 84-85, 94, 98 <b>T7:</b> pgs. 94, 98 <b>T8:</b> pgs. 70-71 <b>T10:</b> pgs. 106-107
<b>SD-2 Children will acquire scientific knowledge related to life science.</b>	
SD-2a Observes, explores and describes a wide variety of animals and plants.	<u>Asks questions about objects, events, and organisms and describes observations:</u> <b>T1:</b> pgs. 60-61, 64-65; <b>T2:</b> pgs. 93-95, 97-99 <b>T3:</b> pgs. 106-107 <b>T4:</b> pgs. 59-60, 63-64 <b>T5:</b> pgs. 42-43 <b>T6:</b> pgs. 59, 63 <b>T9:</b> pgs. 59-61, 63-65 <u>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena:</u> <b>T1:</b> pgs. 59-61, 63-65 <b>T2:</b> pgs. 106-107

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Georgia Pre-K Content Standards	Scholastic Early Childhood Program
	<p><b>T3:</b> pgs. 26, 30, 59-61, 63-65, 80-81  <b>T4:</b> pgs. 84-85, 94-95, 98-99  <b>T7:</b> pgs. 66-67, 76-77  <b>T8:</b> pgs. 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133  <b>T9:</b> pgs. 48-49, 116-117  <b>T10:</b> pgs. 32-33, 59-61, 63-65, 116-117  <b>Science Posters:</b> Autumn Leaves, Watch How Things Grow, How A Chick Develops, What is An Insect?, Animals Use Camouflage to Hide, Parts of a Tree, The Human Body, Bats! Bats! Bats!</p>
SD-2b Recognizes there are basic requirements for all common life forms.	<p><u>Understands the basic human needs of all people for food, clothing, and shelter:</u>  <b>T2:</b> pgs. 61, 65, 80-81, 84-85  <b>T4:</b> pgs. 80-81  <b>T9:</b> pgs. 46-49  <u>Begins to understand the need for exercise and rest:</u>  <b>T1:</b> pgs. 61, 65  <b>T2:</b> pgs. 26, 30, 60-61, 64-65, 72-73  <b>T3:</b> pgs. 95, 99  <b>T4:</b> pgs. 59-61, 63-65, 72-73  <b>T5:</b> pgs. 61, 65  <b>T6:</b> pgs. 27, 31  <b>T7:</b> pgs. 95, 99  <b>T8:</b> pgs. 129, 133  <b>T9:</b> pgs. 60-61, 64-65  <b>T10:</b> pgs. 27, 31, 144-145</p>
SD-2c Observes, explores and describes a variety of non-living objects.	<p><u>Observes and describes properties of rocks, soil, and water:</u>  <b>T6:</b> pgs. 26-27, 30-31  <b>T8:</b> pg. 27</p>
SD-2d Understands that plants and animals have varying life cycles.	<p><b>T10:</b> pgs. 26-27, 61  <b>Observation and Assessment:</b> pgs. 37, 43  <b>Science Posters:</b> Autumn Leaves, Watch How Things Grow</p>
SD-2e Participates in activities related to preserving the environment.	<p><b>T9:</b> p. 27, 134  <b>T10:</b> pp. 25, 26, 29, 30, 61, 65</p>
<b>SD-3 Children will acquire scientific knowledge related to physical science.</b>	
SD-3a Investigates and describes the states of matter.	<p><u>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena:</u>  <b>T1:</b> pgs. 59-61, 63-65  <b>T2:</b> pgs. 106-107  <b>T3:</b> pgs. 26, 30, 59-61, 63-65, 80-81  <b>T4:</b> pgs. 84-85, 94-95, 98-99  <b>T7:</b> pgs. 66-67, 76-77  <b>T8:</b> pgs. 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133  <b>T9:</b> pgs. 48-49, 116-117  <b>T10:</b> pgs. 32-33, 59-61, 63-65, 116-117  <b>Science Posters:</b> Watch How Things Grow, How A Chick Develops, What is An Insect?, Bats! Bats! Bats!</p>
SD-3b Describes objects by their physical properties.	<p><u>Begins to make size comparisons between objects:</u>  <b>T2:</b> pgs. 94-95, 98-99, 102-105, 110-113, 118-119</p>

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	<p><b>T6:</b> pgs. 26-27, 30-31, 34-37, 42-43, 60, 64, 78-79  <b>T8:</b> pgs. 26, 30  <b>T10:</b> pgs. 94-95, 98-99, 127-129, 131-133, 150-151  <u>Describes properties of objects and characteristics of living things:</u>  <b>T1:</b> pgs. 38-39  <b>T2:</b> pgs. 106-107, 110-111  <b>T3:</b> pgs. 61, 65, 94-95, 98-99  <b>T8:</b> pgs. 134-135, 138-139  <b>T9:</b> pgs. 25-27, 29-31, 78-79, 93-95, 97-99, 114-115, 136-137  <b>T10:</b> pgs. 44-45, 134-135, 144-145  <u>Describes similarities and differences about objects:</u>  <b>T1:</b> pgs. 26-27, 30-31, 34-35, 46-49  <b>T6:</b> pgs. 59-60, 63-64  <b>T7:</b> pgs. 93, 97  <b>T8:</b> pgs. 128, 132  <b>T9:</b> pgs. 93-95, 97-99  <b>T10:</b> pgs. 60, 64</p>
SD-3c      Explores simple machines.	<p><u>Explore by manipulating materials with simple equipment:</u>  <b>T3:</b> pgs. 25-27, 29-31  <b>T4:</b> pgs. 94, 98;  <b>T6:</b> pgs. 94, 98  <b>T7:</b> pgs. 93-95, 97-99  <b>T9:</b> pgs. 144-145</p>
<b>SD-4 Children will acquire scientific knowledge related to earth science.</b>	
SD-4a      Investigates, compares and contrasts seasonal changes in the immediate environment.	<p><u>Recognizes changes in the environment over time:</u>  <b>T2:</b> pgs. 114-115  <b>T8:</b> pgs. 59-60, 63-64, 78-79  <b>T9:</b> pgs. 127, 129, 131, 133  <b>T10:</b> pgs. 84-84, 128-129, 132-133, 136-137  <b>Science Posters:</b> Autumn Leaves  <u>Begins to recognize patterns in their environment:</u>  <b>T2:</b> pgs. 25-27, 29-30, 34-35, 44-45  <b>T7:</b> pgs. 70-71</p>
SD-4b      Discovers through observations that weather can change from day to day.	<p><u>Begins to recognize patterns in their environment:</u>  <b>T2:</b> pgs. 25-27, 29-30, 34-35, 44-45  <b>T7:</b> pgs. 70-71  <u>Begins to observe changes in size, color, patterns, weather, and sound:</u>  <b>T4:</b> pgs. 38-39  <b>T6:</b> pg. 110  <b>T7:</b> pgs. 68-69  <b>T10:</b> pgs. 42-43, 72-73, 102-103</p>
SD-4c      Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars).	<p><b>T1:</b> pgs 26-27  <b>T3:</b> pg. 61  <b>Observation and Assessment:</b> pgs. 37, 43  <b>Cross Curriculum Content Areas:</b> pg. 24</p>
<b>SD-5 Children will acquire scientific knowledge related to health science.</b>	
SD-5a      Participates in activities related to health.	<p><u>Prepares simple healthy snack:</u>  <b>T3:</b> pgs. 61, 65  <b>T4:</b> pgs. 84-85</p>

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	<p><b>T8:</b> pgs. 61, 65  <b>T9:</b> pgs. 94, 98  <b>T10:</b> pgs. 114-115  <u>Begins to follow health promoting routines:</u>  <b>T1:</b> pgs. 25-27, 29-31, 94-95, 98-99  <b>T2:</b> pgs. 26, 30, 94, 98  <b>T3:</b> pgs. 26-27, 30-31, 60-61, 64-65, 95, 99  <b>T4:</b> pgs. 114-115  <b>T5:</b> pgs. 95, 99  <b>T6:</b> pgs. 94-95, 98-99  <b>T7:</b> pgs. 27, 31, 60-61, 64-65, 95, 99, 128-129, 132-133;  <b>T8:</b> pgs. 27, 31, 94, 98, 128-129, 132-133  <b>T9:</b> pgs. 26, 30, 59, 61, 63, 65, 127, 129, 131, 133  <b>T10:</b> pgs. 60-61, 64-65, 129, 133  <u>Begins to recognize and select healthy foods:</u>  <b>T1:</b> pgs. 95, 99  <b>T2:</b> pgs. 46-47  <b>T3:</b> pgs. 26, 30  <b>T4:</b> pgs. 38-39, 59-60, 63-64, 106-107  <b>T5:</b> pgs. 27, 31, 46-47  <b>T6:</b> pgs. 61, 65, 70-72  <b>Science Posters:</b> To Eat Healthy, We Need....</p>
SD-5b Participates in activities related to nutrition.	<p><u>Prepares simple healthy snack:</u>  <b>T3:</b> pgs. 61, 65  <b>T4:</b> pgs. 84-85  <b>T8:</b> pgs. 61, 65  <b>T9:</b> pgs. 94, 98  <b>T10:</b> pgs. 114-115  <u>Begins to recognize and select healthy foods:</u>  <b>T1:</b> pgs. 95, 99  <b>T2:</b> pgs. 46-47  <b>T3:</b> pgs. 26, 30  <b>T4:</b> pgs. 38-39, 59-60, 63-64, 106-107  <b>T5:</b> pgs. 27, 31, 46-47  <b>T6:</b> pgs. 61, 65, 70-72</p>
SD-5c Discusses and utilizes appropriate safety procedures.	<p><u>Begins to demonstrate safe practices and appropriate use of materials:</u>  <b>T1:</b> pgs. 25-27, 29-31  <b>T3:</b> pgs. 25-27, 29-31  <b>T4:</b> pgs. 42-43  <b>T9:</b> pgs. 112-113  <u>Knows about safe behavior around bodies of water:</u>  <b>T4:</b> pgs. 26-27, 30-31, 44-45  <b>T8:</b> pgs. 26, 30, 61, 65  <b>T10:</b> pgs. 95, 99, 128-129, 132-133  <u>Knows how to cross a street safely:</u>  <b>T4:</b> pgs. 44-45, 100-101  <b>T5:</b> pgs. 60, 64, 84-85  <b>T6:</b> pgs. 50-51  <u>Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult:</u>  <b>T4:</b> pgs. 95, 99</p>

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	<p><b>T5:</b> pgs. 100, 116-117  <b>T6:</b> pgs. 93, 97  <b>T9:</b> pgs. 27, 31  <u>Begins to demonstrate safe practices and appropriate use of materials:</u>  <b>T1:</b> pgs. 25-27, 29-31  <b>T3:</b> pgs. 25-27, 29-31  <b>T4:</b> pgs. 42-43  <b>T9:</b> pgs. 112-113</p>
<p><b>Social Studies Development Standards</b>  <b>SS-1 Children will develop an appreciation of his/her role as a member of the family, the classroom and the community.</b></p>	
<p>SS-1a Begins to understand family structures and roles.</p>	<p><b>T2:</b> pgs. 26-27  <b>Observation and Assessment:</b> pg. 32  <b>Embracing Diversity and the Inclusive Classroom:</b> pg. 16</p>
<p>SS-1b Participates in classroom jobs and contributes to the classroom community.</p>	<p><u>Begins to show self-control by following classroom rules:</u>  <b>T1:</b> pgs. 93-95, 97-99  <b>T2:</b> pgs. 25-27, 29-31  <b>T4:</b> pgs. 59-61, 63-65  <b>T6:</b> pgs. 59-61, 63-65  <b>T7:</b> pgs. 60-61, 64-65  <b>T8:</b> pgs. 93-95, 97-99, 127-129, 131-133  <b>T9:</b> pgs. 25-27, 29-31  <u>Identifies and follows classroom rules:</u>  <b>T1:</b> pgs. 76-77  <b>T3:</b> pgs. 26-27, 30-31  <b>T6:</b> pgs. 59-60, 63-64  <b>T7:</b> pgs. 26-27, 30-31, 46-47, 60-61, 64-65  <b>T9:</b> pgs. 25-27, 29-31, 93-95, 97-99  <b>T10:</b> pgs. 59-61, 63-65  <u>Participates in classroom jobs and contributes to classroom community:</u>  <b>T1:</b> pgs. 94-95, 98-99, 106-107  <b>T2:</b> pgs. 61, 65  <b>T3:</b> pgs. 93-95, 97-99  <b>T6:</b> pgs. 25-27, 29-31, 80-81  <b>T7:</b> pgs. 60-61, 64-65  <b>T9:</b> pgs. 93-95, 97-99  <b>T10:</b> pgs. 59-61, 63-65, 93-95, 97-99</p>
<p>SS-1c Becomes aware of the roles, responsibilities and services provided by community workers.</p>	<p><u>Understands the roles, responsibilities, and services provided by community workers:</u>  <b>T1:</b> pgs. 80-81, 104-105  <b>T4:</b> pgs. 102-103, 112-113  <b>T5:</b> pgs. 48-49, 94-95, 98-99, 108-109  <b>T6:</b> pgs. 80-81, 93-95, 97-101, 106  <b>Clifford's Kit:</b> Help Others</p>
<p><b>SS-2 Children will develop a respect for differences in people.</b></p>	
<p>SS-2a Identifies similarities and differences among people.</p>	<p><u>Identifies similarities and differences among objects and organisms:</u>  <b>T8:</b> pgs. 25-27, 29-31, 46-47  <b>T9:</b> pgs. 68-69, 82-83, 108-109</p>

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Georgia Pre-K Content Standards		Scholastic Early Childhood Program
SS-2b	Demonstrates an emerging awareness and respect for culture and ethnicity.	<u>Identifies similarities about himself/herself and classmates as well as among himself/herself and people from other cultures:</u> <b>T1:</b> pgs. 42-43, 61, 65 <b>T2:</b> pgs. 94, 98 <b>T3:</b> pgs. 59-61, 63-65 <b>T4:</b> pgs. 68-69 <b>T5:</b> pgs. 74-75 <b>T2:</b> pgs. 25, 29 <b>T6:</b> pgs. 34-35 <b>T8:</b> pgs. 61, 65, 72-73
SS-2c	Demonstrates emerging awareness and respect for abilities.	<b>T3:</b> pgs. 94-95
<b>SS-3 Children will express beginning geographic thinking.</b>		
SS-3a	Identifies common features in the home and school environment.	<u>Identifies common features in the home and school environment:</u> <b>T1:</b> pgs. 70-71, 80-81 <b>T2:</b> pgs. 40-41, 72-73, 100-101 <b>T5:</b> pgs. 78-79 <b>Observation and Assessment:</b> pgs. 32, 34, 41, 43 <b>Embracing Diversity and the Inclusive Classroom:</b> pg. 16
SS-3b	Creates simple representations of home, school or community.	<u>Creates simple representations of home, school, or community through drawings or block constructions:</u> <b>T1:</b> pgs. 26-27, 30-31, 61, 65 <b>T2:</b> pgs. 26-27, 95, 99, 106-107 <b>T5:</b> pgs. 25, 27, 29, 31, 48-49, 60-61, 78-79, 112-113 <b>T7:</b> pgs. 93, 97, 129, 133 <b>T9:</b> pgs. 46-47 <b>Observation and Assessment:</b> pg. 37 <b>Embracing Diversity and the Inclusive Classroom:</b> pg. 16
SS-3c	Uses and responds to words to indicate directionality, position and size.	<u>Begins to use words that indicate where things are in space:</u> <b>T1:</b> pgs. 72-73 <b>T3:</b> pgs. 66-67 <b>T7:</b> pgs. 93-94, 97-98, 102-103, 106-107, 110-113, 116-117, 128-129, 132-133 <b>T8:</b> pgs. 128-129, 132-133 <b>T9:</b> pgs. 25-27, 29-31, 42-43, 59-61, 63-65, 68-71, 74-75, 78-79, 84-85
SS-3d	Develops awareness of the community, city and state in which he/she lives.	<b>T5:</b> pgs. 25-27, 36-37, 48-49, 60-61, 94-95 <b>Observation and Assessment:</b> pg. 37
SS-3e	Recognizes characteristics of other geographic regions and cultures.	<u>Identifies similarities about himself/herself and classmates as well as among himself/herself and people from other cultures:</u> <b>T1:</b> pgs. 42-43, 61, 65 <b>T2:</b> pgs. 94, 98 <b>T3:</b> pgs. 59-61, 63-65 <b>T4:</b> pgs. 68-69 <b>T5:</b> pgs. 74-75 <b>T2:</b> pgs. 25, 29 <b>T6:</b> pgs. 34-35 <b>T8:</b> pgs. 61, 65, 72-73

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<b>Creative Expression Development Standards</b>	
<b>CE-1 Children will explore and use a variety of materials to develop artistic expression.</b>	
CE-1a Experiments with a variety of materials and activities for sensory experience and exploration.	<u>Uses a variety of materials to create original artwork:</u> <b>T1:</b> pgs. 110-111 <b>T2:</b> pgs. 25-26, 29-30, 38-39, 94-95, 98-99 <b>T3:</b> pgs. 25-27, 29-31, 60-61, 64-65, 94-95, 98-99 <b>T4:</b> pgs. 46-47, 110-111 <b>T5:</b> pgs. 38-39, 93-95, 97-99, 110-111 <b>T6:</b> pgs. 46-47, 72-73, 95, 99 <b>T7:</b> pgs. 25-27, 29-31, 60-61, 64-65, 127-129, 131-133, 152-153 <b>T8:</b> pgs. 26, 30, 46-47 <b>T9:</b> pgs. 72-73, 93-95, 97-99, 110-111 <b>T10:</b> pgs. 59-61, 63-65 <b>Clifford's Kit:</b> Puppy Days, Help Others, Be Kind
CE-1b Uses materials to create original work and for self-expression.	<u>Uses a variety of materials to create original artwork:</u> <b>T1:</b> pgs.110-111 <b>T2:</b> pgs.25-26, 29-30, 38-39, 94-95, 98-99 <b>T3:</b> pgs.25-27, 29-31, 60-61, 64-65, 94-95, 98-99 <b>T4:</b> pgs.46-47, 110-111 <b>T5:</b> pgs.38-39, 93-95, 97-99, 110-111 <b>T6:</b> pgs.46-47, 72-73, 95, 99 <b>T7:</b> pgs.25-27, 29-31, 60-61, 64-65, 127-129, 131-133, 152-153 <b>T8:</b> pgs.26, 30, 46-47 <b>T9:</b> pgs.72-73, 93-95, 97-99, 110-111 <b>T10:</b> pgs.59-61, 63-65 <b>Clifford's Kit:</b> Puppy Days, Help Others, Be Kind <u>Begins to use art as a form of self-expression:</u> <b>T1:</b> pgs.50-51, 60-61, 64-65, 93-94, 97-98 <b>T2:</b> pgs.76-77, 94, 98 <b>T3:</b> pgs.25-27, 29-31, 38-39 <b>T6:</b> pgs.50-51, 60-61, 64-65 <b>T7:</b> pgs.68-69 <b>T8:</b> pgs.106-107 <b>T9:</b> pgs.25-27, 29-31, 80-81 <b>T10:</b> pgs.140-141 <b>Clifford's Kit:</b> Puppy Days, Help Others, Be Kind
CE-1c Shares ideas about personal art work.	<u>Shares ideas about personal artwork:</u> <b>T2:</b> pgs.25-26, 29-30, 76-77 <b>T3:</b> pgs.46-47, 94-95, 98-99 <b>T4:</b> pgs.94, 98 <b>T5:</b> pgs.60-61, 64-65 <b>T7:</b> pgs.94-95, 98-99 <b>T8:</b> pgs.60-61, 64-65, 76-77, 93-94, 97-98 <b>T9:</b> pgs.106-107
CE-1d Expresses interest in and shows appreciation for the creative work of others.	<u>Begins to show interest in the artwork of others:</u> <b>T1:</b> pgs.61, 65 <b>T2:</b> pgs.46-47 <b>T3:</b> pgs.110, 111 <b>T4:</b> pgs.26, 30 <b>T8:</b> pgs.60-61, 64-65, 94-95, 98-99 <b>T9:</b> pgs.144-145

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<b>CE-2 Children will participate in music and movement activities.</b>		
CE-2a	Uses music and movement to express thoughts, feelings and energy.	<u>Expresses feeling through movement:</u> <b>T1:</b> pgs.66-67 <b>T3:</b> pgs.50-51 <b>T4:</b> pgs.95, 99 <b>T7:</b> pgs.95, 99 <b>T10:</b> pgs.106-107 <b>Songs and Fingerplay's:</b> pgs. 5-34
CE-2b	Participates in group singing or other musical activities.	<u>Participates in classroom music activities:</u> <b>T1:</b> pgs.78-79, 100-101 <b>T2:</b> pgs.38-39, 48-49, 82-83 <b>T3:</b> pgs.82-83, 102-103, 112-113 <b>T4:</b> pgs.106-109, 116-117 <b>T5:</b> pgs.66-67, 82-83, 114-115 <b>T6:</b> pgs.36-37, 74-75 <b>T7:</b> pgs.66-67, 76-77, 82-83, 148-151 <b>T8:</b> pgs.32-33 <b>T9:</b> pgs.100-101, 128-129, 132-133, 142-143 <b>T10:</b> pgs.42-45, 48-49 <b>Songs and Fingerplay's:</b> pgs. 5-34
CE-2c	Participates in creative movement and dance.	<u>Begins to participate in group games involving movement:</u> <b>T1:</b> pgs.44-45, 52 <b>T3:</b> pgs.48-49, 116-117 <b>T6:</b> pgs.38-39, 61, 65, 70-71, 84-85 <b>T9:</b> pgs.36-37, 108-109 <b>T10:</b> pgs.26-27, 30-31, 66-67, 76-77
<b>CE-3 Children will use drama to express individuality.</b>		
CE-3a	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.	<u>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play:</u> <b>T3:</b> pgs.72-73 <b>T5:</b> pgs.76-77 <b>T6:</b> pgs.110-111 <u>Begins to create or recreate stories, moods, or experiences through dramatic representations:</u> <b>T1:</b> pgs.84-85, 95, 99 <b>T2:</b> pgs.104-105 <b>T3:</b> pgs.50-51 <b>T4:</b> pgs.27, 31, 34-35, 66-67, 76-77 <b>T5:</b> pgs.32-35, 68-69, 104-105 <b>T6:</b> pgs.25, 27, 29, 31, 78-79, 118-119 <b>T7:</b> pgs.116-117, 127, 131, 136-137, 140-141 <b>T8:</b> pgs.26-27, 30-31, 148-149 <b>T9:</b> pgs.61, 65, 116-117 <b>T10:</b> pgs.26-27, 30-31
CE-3b	Recreates a story or poem through drama.	<u>Begins to create or recreate stories, moods, or experiences through dramatic representations:</u> <b>T1:</b> pgs.84-85, 95, 99 <b>T2:</b> pgs.104-105 <b>T3:</b> pgs.50-51 <b>T4:</b> pgs.27, 31, 34-35, 66-67, 76-77 <b>T5:</b> pgs.32-35, 68-69, 104-105 <b>T6:</b> pgs.25, 27, 29, 31, 78-79, 118-119

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		<b>T7:</b> pgs.116-117, 127, 131, 136-137, 140-141 <b>T8:</b> pgs.26-27, 30-31, 148-149 <b>T9:</b> pgs.61, 65, 116-117 <b>T10:</b> 2 pgs.6-27, 30-31
CE-3c	Participates in activities using symbolic materials and gestures to represent real objects and situations.	<u>Begins to participate in group games involving movement:</u> <b>T1:</b> pgs.44-45, 52 <b>T3:</b> pgs.48-49, 116-117 <b>T6:</b> pgs.38-39, 61, 65, 70-71, 84-85 <b>T9:</b> pgs.36-37, 108-109 <b>T10:</b> pgs.26-27, 30-31, 66-67, 76-77
<b>Social and Emotional Development Standards</b>		
<b>SE-1 Children will develop confidence and positive self-awareness.</b>		
SE-1a	Demonstrates knowledge of personal information.	<b>T4:</b> pp. 32-33, 36-37 Songs and Fingerplays, p. 14
SE-1b	Recognizes self as a unique individual and becomes aware of the uniqueness of others.	<u>Identifies similarities about himself/herself and classmates as well as among himself/herself and people from other cultures:</u> <b>T1:</b> pgs.42-43, 61, 65 <b>T2:</b> pgs.94, 98 <b>T3:</b> pgs.59-61, 63-65 <b>T4:</b> pgs.68-69 <b>T5:</b> pgs.74-75 <b>T2:</b> pgs.25, 29 <b>T6:</b> pgs.34-35 <b>T8:</b> pgs.61, 65, 72-73
SE-1c	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments.	<b>T3:</b> pgs 94-95
SE-1d	Develops personal preferences.	<u>Selects books to read based on personal criteria:</u> <b>T3:</b> pgs.118-119 Observation and Assessment: pgs. 33, 39
<b>SE-2 Children will develop curiosity, initiative, self-direction and persistence.</b>		
SE-2a	Shows interest in learning new concepts and trying new experiences.	<u>Expresses interest and self-direction in learning:</u> <b>T1:</b> pgs.59-61, 63-65 <b>T3:</b> pgs.26-27, 30-31, 59-61, 63-65 <b>T4:</b> pgs.59-61, 63-65, 95, 99 <b>T5:</b> pgs.94-95, 98-99 <b>T8:</b> pgs.25-27, 29-31
SE-2b	Initiates interaction with others.	<u>Listens to and engages in several exchanges of conversation with others:</u> <b>T1:</b> pgs.76-77 <b>T2:</b> pgs.38-39, 76-77, 102-103 <b>T3:</b> pgs.68-69, 102-103 <b>T4:</b> pgs.34-35 <b>T5:</b> pgs.112-113 <b>T6:</b> pgs.74-75 <b>T7:</b> pgs.93-95, 97-99,108-109, 128-129, 132-133 <b>T8:</b> pgs.116-117, 127-129, 131-133, 138-139 <b>T9:</b> pgs.26-27, 30-31, 44-45, 100-101, 138-139 <b>T10:</b> pgs.76-77, 108-109, 138-139
SE-2c	Demonstrates self-direction in use of materials.	<u>Explore by manipulating materials with simple equipment:</u>

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		<b>T3:</b> pgs.25-27, 29-31 <b>T4:</b> pgs.94, 98 <b>T6:</b> pgs.94, 98 <b>T7:</b> pgs.93-95, 97-99 <b>T9:</b> pgs.144-145
SE-2d	Develops independence during activities, routines, play.	<u>Attempts to read and write independently:</u> <b>T3:</b> pgs.46-47 <b>T5:</b> pgs.50-51 <b>T6:</b> pgs.72-73, 118-119 <b>T9:</b> pgs.46-47, 152-153 <b>T10:</b> pgs.127-129, 131-133
SE-2e	Sustains attention to a task or activity appropriate for age.	<b>T5:</b> pgs. 74-75, 110-111 <b>Observation and Assessment:</b> pgs. 41, 44
<b>SE-3 Children will increase the capacity for self-control.</b>		
SE-3a	Helps to establish classroom rules and routines.	<b>Clifford's Kit:</b> Play Fair, Be Responsible
SE-3b	Follows rules and routines within the learning environment.	<u>Begins to show self-control by following classroom rules:</u> <b>T1:</b> pgs.93-95, 97-99 <b>T2:</b> pgs.25-27, 29-31 <b>T4:</b> pgs.59-61, 63-65 <b>T6:</b> pgs.59-61, 63-65 <b>T7:</b> pgs.60-61, 64-65 <b>T8:</b> pgs.93-95, 97-99, 127-129, 131-133 <b>T9:</b> pgs.25-27, 29-31 <u>Identifies and follows classroom rules:</u> <b>T1:</b> pgs.76-77 <b>T3:</b> pgs.26-27, 30-31 <b>T6:</b> pgs.59-60, 63-64 <b>T7:</b> pgs.26-27, 30-31, 46-47, 60-61, 64-65 <b>T9:</b> pgs.25-27, 29-31, 93-95, 97-99 <b>T10:</b> pgs.59-61, 63-65
SE-3c	Uses classroom materials purposefully and respectfully.	<u>Begins to demonstrate safe practices and appropriate use of materials:</u> <b>T1:</b> pgs.25-27, 29-31 <b>T3:</b> pgs.25-27, 29-31 <b>T4:</b> pgs.42-43 <b>T9:</b> pgs.112-113
SE-3d	Manages transitions and adapts to changes in routine.	<b>T5:</b> pgs. 66-67 <b>Observation and Assessment:</b> pg. 43
SE-3e	Expresses feelings through appropriate gestures, actions and language.	<u>Begins to express thoughts, feelings, and ideas through language, as well as through gestures and actions:</u> <b>T1:</b> pgs.25, 29 <b>T2:</b> pgs.59-61, 63-65, 94-95, 98-99 <b>T5:</b> pgs.93-95, 97-99 <b>T6:</b> pgs.93-94, 97-98 <b>T7:</b> pgs.129, 133 <b>T8:</b> pgs.94-95, 98-99 <b>T9:</b> pgs.60-61, 64-65, 127-128, 131-132 <b>T10:</b> pgs.60-61, 64-65, 127-129, 131-133 <b>Clifford's Kit:</b> Puppy Days, Have Respect
<b>SE-4 Children will develop interpersonal and social skills for relating with other members of the</b>		

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<b>learning community.</b>		
SE-4a	Interacts appropriately with peers and familiar adults.	<u>Begins to share and cooperate with others in group activities:</u> <b>T1:</b> pgs.25-27, 29-31, 59-61, 63-65, 94-95, 98-99 <b>T2:</b> pgs.60-61, 64-65, 93, 95, 97, 99 <b>T3:</b> pgs.59-61, 63-65, 93-95, 97-99 <b>T4:</b> pgs.93-95, 97-99 <b>T5:</b> pgs.27, 31 <b>T6:</b> pgs.25-27, 29-31, 59-61, 63-65 <b>T7:</b> pgs.93-95, 97-99, 118-119 <b>T8:</b> pgs.26-27, 30-31 <b>T9:</b> pgs.93-95, 97-99 <u>Begins to show greater ability to control feelings:</u> <b>T6:</b> pgs.25, 27, 29, 31 <b>Clifford's Kit:</b> Puppy Days, Have Respect, Be Truthful <u>Cooperates with others in a joint activity:</u> <b>T1:</b> pgs.103-105 <b>T2:</b> pgs.25-27, 29-31, 114-115 <b>T3:</b> pgs.26-27, 30-31, 82-83 <b>T4:</b> pgs.82-83, 94-95, 98-99 <b>T5:</b> pgs.59-61, 63-65, 118-119 <b>T6:</b> pgs.46-47, 93-95, 97-99 <b>T7:</b> pgs.26-27, 30-31, 36-37, 93-95, 97-99, 114-115, 150-151 <b>T8:</b> pgs.93-95, 97-99 <b>T9:</b> pgs.150-151 <b>T10:</b> pgs.26-27, 30-31
SE-4b	Begins to recognize the needs and rights of others.	<u>Respects other people's space and personal belongings:</u> <b>T2:</b> pgs.25-26, 29-30 <b>T7:</b> pgs.26-27, 30-31 <b>T8:</b> pgs.60-61, 64-65 <b>T10:</b> pgs.93-95, 97-99 <b>Clifford's Kit:</b> Puppy Days, Have Respect, Be Truthful
SE-4c	Shows empathy and understanding to others.	<u>Begins to examine a situation from another person's perspective:</u> <b>T2:</b> pgs.42-43 <b>T4:</b> pgs.61, 65 <b>T7:</b> pgs.129, 133 <b>T8:</b> pgs.136-137 <b>Clifford's Kit:</b> Puppy Days, Help Others, Have Respect, Be Truthful <u>Respects other people's space and personal belongings:</u> <b>T2:</b> pgs.25-26, 29-30 <b>T7:</b> pgs.26-27, 30-31 <b>T8:</b> pgs.60-61, 64-65 <b>T10:</b> pgs.93-95, 97-99 <b>Clifford's Kit:</b> Puppy Days, Help Others, Have Respect, Be Truthful
SE-4d	Participates successfully as a member of a group.	<u>Participates in classroom jobs and contributes to classroom community:</u>

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	<b>T1:</b> pgs.94-95, 98-99, 106-107 <b>T2:</b> pgs.61, 65 <b>T3:</b> pgs.93-95, 97-99 <b>T6:</b> pgs.25-27, 29-31, 80-81 <b>T7:</b> pgs.60-61, 64-65 <b>T9:</b> pgs.93-95, 97-99 <b>T10:</b> pgs.59-61, 63-65, 93-95, 97-99
SE-4e Participates in resolving conflicts and disagreements with others.	<b>Clifford's Kit:</b> <i>Have Respect</i>
<b>Physical Development Standards</b> <b>PD-1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination.</b>	
PD-1a Exhibits body and spatial awareness.	<u>Shows an awareness of name, location, and relationship of body parts:</u> <b>T1:</b> pgs.59, 61, 63, 65, 108-109 <b>T3:</b> pgs.25-27, 29-31, 34-35, 59, 61, 63, 65, 74-75, 114-115 <b>T4:</b> pgs.72-73 <b>T5:</b> pgs.94-95, 98-99 <b>T8:</b> pgs.129, 133 <b>T9:</b> pgs.148-149
PD-1b Develops coordination and balance.	<u>Begins to coordinate arms and legs:</u> <b>T4:</b> pgs.61, 65 <b>T6:</b> pgs.26-27, 30-31 <b>T7:</b> pgs.93-95, 97-99, 104-105, 108-109 <b>T9:</b> pgs.70-71
PD-1c Coordinates movements to perform tasks.	<u>Begins to participate in group games involving movement:</u> <b>T1:</b> pgs.44-45, 52 <b>T3:</b> pgs.48-49, 116-117 <b>T6:</b> pgs.38-39, 61, 65, 70-71, 84-85 <b>T9:</b> pgs.36-37, 108-109 <b>T10:</b> pgs.26-27, 30-31, 66-67, 76-77 <u>Begins to participate in group games involving movement:</u> <b>T1:</b> pgs.44-45, 52 <b>T3:</b> pgs.48-49, 116-117 <b>T6:</b> pgs.38-39, 61, 65, 70-71, 84-85 <b>T9:</b> pgs.36-37, 108-109 <b>T10:</b> pgs.26-27, 30-31, 66-67, 76-77
<b>PD-2 Children will participate in activities that foster fine motor development.</b>	
PD-2a Performs fine-motor tasks that require small-muscle strength and control.	<u>Refines use of eating utensils:</u> <b>T7:</b> pgs.61, 65 <u>Begins to manipulate play objects that have fine parts:</u> <b>T2:</b> pgs.26, 30, 94, 98 <b>T4:</b> pgs.94-95, 98-99 <b>T5:</b> pgs.94-95, 98-99 <b>T6:</b> pgs.93-95, 97-99 <b>T7:</b> pgs.25-27, 29-31, 110-111, 128-129, 132-133 <b>T8:</b> pgs.26-27, 30-31 <b>T9:</b> pgs.59-61, 63-65 <b>T10:</b> pgs.26, 30

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PD-2b	Uses eye-hand coordination to perform fine-motor tasks.	<u>Refines use of eating utensils:</u> <b>T7:</b> pgs.61, 65 <u>Begins to manipulate play objects that have fine parts:</u> <b>T2:</b> pgs.26, 30, 94, 98 <b>T4:</b> pgs.94-95, 98-99 <b>T5:</b> pgs.94-95, 98-99 <b>T6:</b> pgs.93-95, 97-99 <b>T7:</b> pgs.25-27, 29-31, 110-111, 128-129, 132-133 <b>T8:</b> pgs.26-27, 30-31 <b>T9:</b> pgs.59-61, 63-65 <b>T10:</b> pgs.26, 30
PD-2c	Exhibits manual coordination.	<u>Begins to coordinate arms and legs:</u> <b>T4:</b> pgs.61, 65 <b>T6:</b> pgs.26-27, 30-31 <b>T7:</b> pgs.93-95, 97-99, 104-105, 108-109 <b>T9:</b> pgs.70-71