Pre-K	Kindergarten	READYROSIE
LANGUAGE & LITERACY STANDARDS		
Strand: Reading Literature		
RL1: With modeling and prompting, answer questions about details in a text.	RL1: With prompting and support, ask and answer questions about key details in a text	• *Act It Out* • *Picture Walk Predictions*
RL2: With modeling and support, retell familiar stories/poems.	RL2: With prompting and support, retell familiar stories, including key details.	• *Retelling the Story*
RL3: With modeling and support, identify characters, settings and major events in a story.	RL3: With prompting and support, identify characters, settings, and major events in a story.	• *Book Bag Descriptions*
RL4: With modeling and support, answer questions about unknown words in stories and poems.	RL4: Ask and answer questions about unknown words in a text.	• *Predicting Vocabulary* • *Think About It*
RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).	RL5: Recognize common types of texts (e.g., storybooks, poems).	• *Book Selection* • *Sliding to Nursery Rhymes*
RL6: With modeling and support, identify the role of author and illustrator.f	RL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	• *Funny Reading* • *Words on the Page*
RL7: With modeling and support, tell how the illustrations support the story	RL7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	• *Itsy Bitsy Spider Illustrations*
RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.	RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• *Making Connections*
RL10: Actively engage in group reading activities with purpose and understanding.	RL10: Actively engage in group reading activities with purpose and understanding.	
Strand: Reading Informational Text		
RI1: With modeling and support, answer questions about details in an informational text.	RI1: With prompting and support, ask and answer questions about key details in a text.	• *Just the Facts*
RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	RI2: With prompting and support, identify the main topic and retell key details of a text.	• *Book Cover Conversations*
RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	RI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
RI4: With modeling and support, answer questions about unknown words in a text	RI4: With prompting and support, ask and answer questions about unknown words in a text.	
RI5: With modeling and support identify the front cover, and back cover of a book	RI5: Identify the front cover, back cover, and title page of a book.	
RI6: With modeling and support define the role of the author and illustrator/ photographer in presenting the ideas or information in a text.	RI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
RI7: With modeling and support, tell how the illustrations/photographs support the text.	RI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• *Getting Information from Pictures*
RI8: With modeling and support identify the reasons an author gives to support points in a text.	RI8: With prompting and support, identify the reasons an author gives to support points in a text.	
RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or	RI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,	

Pre-K	Kindergarten	READYROSIE
descriptions).	descriptions, or procedures).	
RI10: Actively engage in group reading activities with purpose and understanding.	RI10: Actively engage in group reading activities with purpose and understanding.	• *Reading the Grocery List*
Strand: Reading Foundational Skills		
RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	RF1.a: Follow words from left to right, top to bottom, and page by page	• *Reading with Jack and Jill*
RF1.b: Recognize that spoken words can be written and read.	RF1.b: Recognize that spoken words are represented in written language by specific sequences of letters.	• *Kitchen Labeling* • *Sequences of Sounds*
RF1.c: Understand that words are separated by spaces in print RF2.b: Identify and isolate individual words in a spoken sentence.	RF1.c: Understand that words are separated by spaces in print	• *Sentence Segmenting* • *Color Word Sentences*
RF1.d: Recognize and name some upper and lowercase letters of the alphabet.	RF1.d: Recognize and name all upper and lowercase letters of the alphabet.	• *Magnetic Letter Mix Up* • *Point the ABC Song* • *Letter Sort* • *Making Letter Soup* • *Stomp the Letter* • *Looking for Letters in Ads* • *Alphabet Clapping* • *Letter Hunt*
RF2.a: Recognize rhyming words in spoken language.	RF2.a: Recognize and produce rhyming words.	• *Twinkle, Twinkle Rhymes* • *Rhyming with Jack and Jill* • *Rhyming Purse* • *Hopping Rhyming* • *Rhyming Toss* • *Finish the Rhyme*
RF2.c: Count, pronounce, blend, and segment syllables in spoken words.	RF2.b: Count, pronounce, blend, and segment syllables in spoken words.	• *Grocery Sack Syllables*
RF2.d: Blend and segment onsets and rimes of single syllable spoken words.	RF2.c: Blend and segment onsets and rimes of single syllable spoken words.	• *Laundry Riddles*
RF2.f: Orally blend and segment individual phonemes in two- to-three phoneme words. RF3.a: Recognize that words are made up of letters and their sounds	RF2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words.*	• *Drumming Sounds* • *Frog Hopping* • *Echo Game* • *Pushing for Sounds*
	RF2.e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• *Little Bo Peep Substitutions* • *Deconstructing Words*
RF2.e: Isolate and pronounce the initial sound in spoken words. RF3.b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants	RF3.a: Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.	• *Swinging to Sounds* • *Searching for Sounds at the Store* • *Signaling for Sounds* • *Listen My Children*
	RF3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
RF3.c: Recognize name in print as well as some environmental print (symbols/words).	RF3.c: Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	• *Name Game* • *Shopping for Clothes* • *Morning Message*

Pre-K	Kindergarten	ReadyROSIE
		• *Starting a Word Bank*
	RF3.d: Distinguish between similarly spelled words by identifying the sounds of the letter that differ.	• *Thumbs Up, Thumbs Down* • *Lazy Letters*
RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	RF4: Read emergent-reader texts with purpose and understanding.	• *Chime In*
Strand: Writing		
W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	W1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is……….).	• *My Favorite Part*
W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	W2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	• *Using a Menu to Order* • *Making a Grocery List* • *Thank You Note*
W3: With modeling and support, use a combination of drawing, dictating, or developmentally y appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence	W3: Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• *Toy Stories* • *Weekend News* • *Stuffed Animal Stories*
W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	• *Detailed Drawing of a Face*
W6: With prompting and support from adults, explore a variety of digital tools to express ideas.	W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.	
W7: Participate in shared research and shared writing projects.	W7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	
W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question	W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Strand: Speaking and Listening		
SL1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups	SL 1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	• *Sink or Float* • *My Address* • *Putting Away the Groceries*
SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).	SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	• *Listening for Sounds* • *Taking Turns* • *Choosing the Right Voice*
SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.	SL1.b: Continue a conversation through multiple exchanges.	
SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	

Pre-K	Kindergarten	READYROSIE
SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• *Who Should We Ask?*
SL4: Describe familiar people, places, things, and events with modeling and support.	SL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• *Table Riddles* • *Mystery Bag* • *Pantry Talk Description* • *Grocery Store Conversations* • *I'm Thinking of an Animal*
SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.	SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.	• *Mirror, Mirror*
SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	SL6: Speak audibly and express thoughts, feelings, and ideas clearly.	• *Funny Faces* • *If You're Happy and You Know It*
Strand: Language		
L1.a: Print upper and lowercase letters in first name.	L1.a: Print many upper and lowercase letters.	• *Silverware Alphabet* • *Writing Names with Shaving Cream* • *Jump Rope Letters*
L1.b: Use frequently occurring nouns and verbs.	L1.b: Use frequently occurring nouns and verbs.	• *Compound Words* • *Take Away* • *What Did I Do?*
L1.c: Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).	L1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).	L1.d: Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).	
L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	• *Following Directions* • *Little Miss Muffet Role Play*
L1.f: Produce complete sentences in shared language activities.	L1.f: Produce and expand complete sentences in shared language activities.	• *Phone Fun* • *Zoo in My Room* • *All Mixed Up*
L2.a Recognize that their name begins with a capital letter.	L2.a Capitalize the first word in a sentence and the pronoun I.	
L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).	L2.b Recognize and name end punctuation.	• *Stuffed Animal Sentences*
L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.	L2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
	L2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
L2.d Develop fine motor skills necessary to control and sustain handwriting.	L2.e Produce handwriting that is legible to the audience.	
L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content	L4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck).	
	L4.b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -	

Pre-K	Kindergarten	READYROSIE
	ful, - less) as a clue to the meaning of an unknown word.	
L5.a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	• *How Many Can You Name?* • *Guess the Group*
L5.b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	L5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• *Silent Opposites* • *What's the Opposite*
L5.c: Identify real-life connections between words and their use (e.g., note objects in classroom that are small).	L5.c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
L6: Use words and phrases acquired through conversation, being read to, and responding to text.	L6: Use words and phrases acquired through conversation, reading and being read to, and responding to text.	

Pre-K	Kindergarten	🌹 READYROSIE
MATH STANDARDS		**READYROSIE ACTIVITIES**
4 Years	**Kindergarten**	
Strand: Counting and Cardinality		
Standard: Know number names and the count sequence		
PK.CC.1: Count verbally to ten by ones.	K.CC.1: Count to 100 by ones and by tens	• *Rub a Dub* • *Crazy Counting* • *Speedometer Math* • *First Place* • *Under the Cup*
PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at one).	• *Skipping Around* • *My Age*
PK.CC.3: Identify written numerals 0- 10.	K.CC.3: Write numbers from zero to twenty. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)	• *Magazine Number Hunt* • *Numbers Everywhere* • *Taking Inventory* • *May I Take Your Order?* • *Three Ways to Show a Number*
PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.	K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	• *Counting Signs* • *Block Tower* • *Fruit Salad* • *In 10 Seconds*
PK.CC.4b: Recognize that the last number name said tells the number of objects counted.	K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	• *The Number Stays the Same* • *Adding Ice* • *Apple Pie*
PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.	K.CC.4c: Understand that each successive number name refers to a quantity that is one larger. Understand that each successive number name refers to a quantity that is one larger.	• *Penny Drop* • *One More*
PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).	K.CC.5: Count to answer "how many?" questions about as many as twenty things arranged in a line, a rectangular array, or a circle, or as many as ten things in a scattered configuration; given a number from 1-20, count out that many objects.	• *How Many In a Set?* • *How Many in the Car?* • *Cereal Challenge* • *How Many Can I Grab?* • *How Many Feet?* • *Quick Dots* • *Domino Match-Up* • *Show Me*
PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).	K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to ten objects).	• *Acorns and Pinecones* • *More Grapes*
PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).	K.CC.7: Compare two numbers between one and ten presented as written numerals.	• *Find My Number* • *The Biggest Number* • *Lily Pad Hop*

Pre-K	Kindergarten	READYROSIE
Strand: Operations & Algebraic Thinking **Standard: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**		
PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, or verbal explanations (up to five)	K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations, expressions, or equations.	• *Three Little Animals* • *Checkout Countdown* • *One Less* • *All Done*
PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).	K.OA.2: Solve addition and subtraction word problems, and add and subtract within ten (e.g., by using objects or drawings to represent the problem).	• *Finish My Set* • *In My Pond, Part 1* • *In My Pond, Part 2* • *Putting Away the Dishes*
PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.	K.OA.3: Decompose numbers less than or equal to ten into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	• *Give me Five* • *Decorating Cupcakes* • *Rock Toss* • *Packing for Our Trip*
	K.OA.4: For any number from one to nine, find the number that makes ten when added to the given number (e.g., by using objects or drawings and record the answer with a drawing or equation).	• *Cats and Dogs* • *Making Ten*
	K.OA.5: Fluently add and subtract within five.	
Strand: Number and Operations in Base Ten **Standard: Work with numbers to gain foundations for place value.**		
PK.NBT.1: Investigate the relationship between ten ones and ten.	K.NBT.1: Compose and decompose numbers from eleven to nineteen into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation - such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• *More Than Ten*
Strand: Measurement & Data **Standard: Describe and com pare measureable attributes.**		
PK.MD.1: Describe measurable attributes of objects, such as length or weight.	K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	• *Grocery Store Weights* • *Which Takes Longer?* • *All About My Day* • *Yesterday, Today, and Tomorrow* • *Blow Your House Down!*
PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter	• *Buying Oranges* • *Comparing Vegetables* • *Bookcase Problem* • *Near and Far* • *Measuring the Table* • *Leap Frog Measure* • *Strawberries for a Picnic* • *Fill Up the Cup* • *Making Trail Mix* • *Likely Legos* • *Sorting Laundry* • *Sort and Graph Leaves*
PK.MD.3: Sort objects into self-selected and given categories.	K.MD.3: Classify objects into given categories; count the number of objects in each category and	• *I Spy a Coin*

Pre-K	Kindergarten	ReadyRosie
	sort the categories by count (Limit category counts to be less than or equal to 10.).	• *I Spy an Animal* • *Dino Dig*
PK.MD.4: Compare categories using words such as more or same.		• *Candy Sort and Graph* • *What's for Dinner?*
Strand: Geometry **Standard: Identify and describe shapes/reason with shapes and their attributes.**		
PK.G.1: Match like (congruent and similar) shapes.		• *Shaving Cream Shapes*
	K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	• *Finding the Groceries* • *Jump to It* • *Follow My Design*
PK.G.2: Group the shapes by attributes.	K.G.2: Correctly name shapes regardless of their orientations or overall size.	• *Shape Hunt* • *Is it a Triangle?*
PK.G.3: Match and sort three- dimensional shapes.	K.G.3: Identify shapes as two- dimensional (lying in a plane, "flat") or three-dimensional ("solid").	• *Pantry Sort 1* • *Pantry Sort 2* • *Guess my Shape*
PK.G.4: Describe three-dimensional objects using attributes.	K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices /"corners") and other attributes (e.g., having sides of equal length).	
	K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	• *Finger Shapes*
PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.	K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	• *Ways to Cut a Sandwich* • *Shape Changers*