



ALIGNMENT TO HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

NOTE: Most ReadyRosie activities represent a variety of standards. For purposes of curriculum alignment and planning, we have intentionally chosen to list each activity only once in this document. Each activity is listed next to the standard that best reflects the primary learning goal.

DOMAIN: Social and Emotional Development: SUB DOMAIN: Relationships With Adults	
P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	The ReadyRosie library consists of hundreds of videos showing a variety of real families modeling healthy interactions. Each family operates with unique cultural and individual values and behaviors. ReadyRosie users are exposed to many opportunities to see how parents and caregivers influence a child’s view of himself as an individual and a member of a family.
P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
DOMAIN: Social and Emotional Development: SUB DOMAIN: Relationships With Other Children.	
P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	All ReadyRosie videos are approximately two minutes long. This standard length provides viewers the opportunity to see a child participate in an activity with sustained focus and attention that is developmentally appropriate and may or may not extend for a longer amount of time. Parents and caregivers are also given models where adults initiate an engaging and enjoyable structured activity in which a child can practice following directions and regulating behavior.
P-SE 4. Child engages in cooperative play with other children.	
P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	
DOMAIN: Social and Emotional Development: SUB DOMAIN: Emotional Functioning	
P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	The goal of all ReadyRosie videos is to inspire parents and caregivers to invest time in bonding with their children. These bonding experiences provide a safe and fun context for children to practice listening and speaking and learning positive ways to interact with others.
P-SE 7. Child expresses care and concern toward others.	
P-SE 8. Child manages emotions with increasing independence.	
DOMAIN: Social and Emotional Development: SUB DOMAIN: Sense of Identity and Belonging	
P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<ul style="list-style-type: none"> • If You’re Happy and You Know It (<i>Si estás contento y lo sabes</i>)
P-SE 10. Child expresses confidence in own skills and positive feelings about self.	
P-SE 11. Child has some sense of belonging to family, community, and other groups.	



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DOMAIN: LANGUAGE and COMMUNICATION: SUB DOMAIN: Attending and Understanding	
P-LC 1. Child attends to communication and language from others.	<p>Due to the nature of the interactions modeled by parents/care-givers with children, ALL ReadyRosie activities are designed to support Listening Comprehension skills. However, the activities listed below were designed to intentionally focus on critical listening.</p> <ul style="list-style-type: none"> • Listening for Sounds (<i>Escuchando sonidos</i>) • Sequences of Sounds (<i>Secuencia de sonidos</i>)
P-LC 2. Child understands and responds to increasingly complex communications and language from others.	
DOMAIN: LANGUAGE and COMMUNICATION: SUB DOMAIN: Communicating and Speaking	
P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	<p>Due to the nature of the interactions modeled by parents/care-givers with children, ALL ReadyRosie activities are designed to elicit the development of Speaking and Conversation skills. However, the activities listed below were designed to intentionally focus on developing appropriate verbal and non-verbal skills for communication.</p> <ul style="list-style-type: none"> • Grocery Store Conversation (<i>Conversaciones del Supermercado</i>) • My Address (<i>Mi dirección</i>) • Taking Turns (<i>Tomando su Turno</i>) • Choosing the Right Voice (<i>Eligiendo la voz más apropiada</i>) • Funny Faces (<i>Caras chistosas</i>) • Mirror, Mirror (<i>Espejo, Espejo</i>)
P-LC 4. Child understands, follows, and uses appropriate social and conversational skills.	
P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
	<ul style="list-style-type: none"> • All Mixed Up (<i>Todo revuelto</i>) • I'm Thinking of an Animal (<i>Estoy pensando en un animal</i>) • What Did I Do? (<i>¿Qué hice?</i>) • Zoo in My Room (<i>Un Zoológico en Mi Cuarto</i>) • Phone Fun (<i>Teléfono Divertido</i>) • Toy Stories (<i>Historias de juguetes</i>)
DOMAIN: LANGUAGE and COMMUNICATION: SUB DOMAIN: Vocabulary	
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	<ul style="list-style-type: none"> • Following Directions (<i>Siguiendo instrucciones</i>) • Little Miss Muffet Role Play (<i>Representación de Debajo de un botón</i>) • Kitchen Labeling (<i>Etiquetando la cocina</i>) • Sink or Float (<i>Hundir o flotar</i>) • Putting Away the Groceries (<i>Guardando la comida</i>)



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	<ul style="list-style-type: none"> • Predicting Vocabulary (<i>Prediciendo vocabulario</i>) • My Favorite Part (<i>Mi parte favorita</i>) • Table Riddles (<i>Adivinanzas en la mesa</i>)
<p>P-LC 7. Child shows understanding of word categories and relationships among words.</p>	<ul style="list-style-type: none"> • Pantry Talk Descriptions (<i>Describir la Comida</i>) • Mystery Bag (<i>La bolsa misteriosa</i>) • Silent Opposites (<i>Opuestos silenciosos</i>) • What’s the Opposite (<i>¿Cuál es el opuesto?</i>) • How Many Can You Name? (<i>¿Cuántos puedes nombrar?</i>) • Guess the Group (<i>Adivina el grupo</i>) • Starting a Word Bank (<i>Empezando un banco de palabras</i>)
DOMAIN: LITERACY: SUB DOMAIN: Phonological Awareness	
<p>P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sounds.</p>	<ul style="list-style-type: none"> • Thumbs Up/Thumbs Down (<i>Pulgares arriba, pulgares abajo</i>) • Sentence Segmenting (<i>Separando palabras de las oraciones</i>) • Color Words Sentences (<i>Oraciones de colores</i>) • Compound Words (<i>Palabras compuestas</i>) • Take Away (<i>Quitar la palabra</i>) • Grocery Sack Syllables (<i>Las sílabas en la bolsa del mandado</i>) • Deconstructing Words (<i>Deshaciendo Palabras</i>) • Twinkle, Twinkle Rhymes (<i>Rima, rima que rima</i>) • Rhyming Toss (<i>Aventando rimas</i>) • Finish the Rhyme (<i>Termina la rima</i>) • Rhyming with Jack and Jill (<i>Rimando con los Pollitos</i>) • Rhyming Purse (<i>La bolsita de las rimas</i>) • Hopping Rhyming (<i>Rimas saltarinas</i>) • Little Bo Peep Substitutions (<i>Substituciones con Poemas</i>) • Swinging to Sounds (<i>Columpiándonos con los sonidos</i>) • Signaling for Sounds (<i>Haciendo señales a los sonidos</i>) • Listen My Children (<i>Escuchen Mis Niños</i>) • Laundry Riddles (English only) • Frog Hopping (<i>Saltos de rana</i>)



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	<ul style="list-style-type: none"> • Echo Game (<i>El juego del eco</i>) • Pushing for Sounds (<i>Empujando las Sílabas</i>) • Drumming Sounds (<i>Sonidos del tambor</i>)
DOMAIN: LITERACY: SUB DOMAIN: Print and Alphabet Knowledge	
P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	<ul style="list-style-type: none"> • Words on the Page (<i>Palabras en una página</i>) • Stuffed Animal Stories (<i>Historias con animalitos de peluche</i>) • Shopping for Clothes (<i>Comprar ropa</i>)
P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	<ul style="list-style-type: none"> • Letter Sort (<i>Clasificación de letras</i>) • Alphabet Clapping (<i>Aplaudiendo el abecedario</i>) • Making Letter Soup (<i>Haciendo sopa de letras</i>) • Letter Hunt (<i>Caza de letras</i>) • Point the ABC Song (<i>Señalando la canción del ABC</i>) • Looking for Letters in Ads (<i>Buscando letras en el periódico</i>) • Magnetic Letter Mix Up (<i>Enredo de letras magnéticas</i>) • Stomp the Letter (<i>Pisotea la letra</i>) • Reading the Grocery List (<i>Leyendo la lista del mandado</i>) • Searching for Sounds at the Store (<i>Buscando sonidos en la tienda</i>) • Lazy Letters (<i>Letras flojas</i>)
DOMAIN: LITERACY: SUB DOMAIN: Comprehension and Text Structure	
P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling	<ul style="list-style-type: none"> • Retelling the Story (<i>Volver a Contar la Historia</i>) • Act it Out (<i>Actuarlo</i>) • Funny Reading (<i>La lectura chistosa</i>) • Making Connections (<i>Haciendo conexiones</i>) • Book Cover Conversations (<i>Conversaciones de Portadas de Libros</i>) • Itsy Bitsy Spider Illustrations (<i>Ilustraciones de la Araña Pequeñita</i>) • Just the Facts (<i>Información Importante</i>) • Picture Walk Predictions (<i>Predicción de imágenes</i>) • Think About It (<i>¡Piénsalo!</i>) • Chime In (<i>Repite Conmigo</i>) • Book Selection (<i>Selección de libros</i>) • Morning Message (<i>Mensaje de la Mañana</i>)



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	<ul style="list-style-type: none"> • Reading with Jack and Jill (<i>Leyendo con los Pollitos</i>)
P-LIT 5. Child asks and answers questions about a book that was read aloud.	<ul style="list-style-type: none"> • Getting Information from Pictures (<i>Obtener Información de los Dibujos</i>) • Who Should We Ask? (<i>¿A quién debemos preguntar?</i>) • Book Bag Descriptions (<i>Describiendo los libros</i>)
DOMAIN: LITERACY: SUB DOMAIN: Writing	
P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	<ul style="list-style-type: none"> • Detailed Drawing of a Face (<i>Dibujo detallado de un rostro</i>) • Making a Grocery List (<i>Haciendo una lista para el mandado</i>) • Using a Menu to Order (<i>Usando un menú para ordenar</i>) • Silverware Alphabet (<i>Alfabeto de Utensilios de Mesa</i>) • Jump Rope Letters (<i>Saltar la cuerda de letras</i>) • periódico • Weekend News (<i>Noticias del fin de semana</i>) • Name Game (<i>Juego del Nombre</i>) • Writing Names Using Shaving Cream (<i>Escribiendo Nombres con Crema de Afeitar</i>) • Stuffed Animal Sentences (<i>Oraciones de peluche</i>) • Thank You Note (<i>Carta de Agradecimiento</i>)
DOMAIN: MATHEMATICS DEVELOPMENT: SUB DOMAIN: Counting and Cardinality	
P-MATH 1. Child knows number names and the count sequence.	<ul style="list-style-type: none"> • Rub a Dub (<i>Contando lavando</i>) • Crazy Counting (<i>Contando como loquitos</i>) • Skipping Around (<i>Saltando Alrededor</i>) • Speedometer Math (<i>Matemáticas del Velocímetro</i>) • My Age (<i>Mi edad</i>) • Fruit Salad (<i>Ensalada de fruta</i>) • Counting Signs (<i>Contando las Señales</i>) • Penny Drop (<i>Caída de Centavo</i>) • Cereal Challenge (<i>La cuestión del cereal</i>) • Magazine Number Hunt (<i>Cazando números en la</i>



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	<p><i>revista)</i></p> <ul style="list-style-type: none"> • Find My Number (<i>Encuentra mi número</i>) • Numbers Everywhere (<i>Números por todas partes</i>) • The Biggest Number (<i>El número mayor</i>) • Lily Pad Hop (<i>Salto de hoja de lirio</i>)
P-MATH 2. Child recognizes the number of objects in a small set.	<ul style="list-style-type: none"> • Block Tower (<i>La torre de bloques</i>) • How Many in a Set? (<i>¿Cuántos en un Grupo?</i>) • Show Me (<i>¡Enséñame!</i>) • Quick Dots (<i>Puntos rápidos</i>)
P-MATH 3. Child understands the relationship between numbers and quantities.	<ul style="list-style-type: none"> • How Many in the Car? (<i>¿Cuántos en el Carro?</i>) • In 10 Seconds (<i>En 10 segundos</i>) • How Many can I Grab? (<i>¿Cuántos puedo agarrar?</i>) • How Many Feet? (<i>¿Cuántos Pies?</i>) • More Than Ten (<i>Más que diez</i>)
P-MATH 4. Child compares numbers.	<ul style="list-style-type: none"> • First Place (<i>Primer lugar</i>) • Under the Cup (<i>Debajo del Vaso</i>) • The Number Stays the Same (<i>El número se queda igual</i>) • Rock Toss (<i>Aventar piedras</i>) • Adding Ice (<i>Agregando hielo</i>)
P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	<ul style="list-style-type: none"> • Domino Match Up (<i>Empareja el Dominó</i>) • Three Ways to Show a Number (<i>Tres maneras de mostrar un número</i>) • Taking Inventory (<i>Hacer un inventario</i>) • May I Take Your Order? (<i>¿Puedo tomar su orden?</i>)
DOMAIN: MATHEMATICS DEVELOPMENT: SUB DOMAIN: Operations and Algebraic Thinking	
P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	<ul style="list-style-type: none"> • Decorating Cupcakes (<i>Decorando Pastelitos</i>) • Packing for Our Trip (<i>Empacando para nuestro viaje</i>) • One More (<i>Uno más</i>) • In My Pond, Part 1 (<i>En mi estanque, parte 1</i>) • Give Me Five (<i>Dame cinco</i>) • Cats and Dogs (<i>Gatos y perros</i>) • Making Ten (<i>Haciendo diez</i>) • Three Little Animals (<i>Tres animales pequeñitos</i>) • Checkout Countdown (<i>Contando hacia atrás</i>) • One Less (<i>Uno menos</i>) • In My Pond, Part 2 (<i>En mi estanque, parte 2</i>) • Putting Away Dishes (<i>Guardar los Platos</i>)



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	<ul style="list-style-type: none"> • Finish My Set (<i>Completa mi conjunto</i>) • All Done (<i>Ya se acabaron</i>) • Snack Fractions (<i>Fracciones con la merienda</i>) • Sharing Goldfish (<i>Compartiendo pececitos</i>) • Sharing a Meal (<i>Compartiendo la comida</i>)
P-MATH 7. Child understands simple patterns.	<ul style="list-style-type: none"> • Setting the Table (<i>Poniendo la mesa</i>) • Making Patterns (<i>Haciendo patrones</i>) • Sound Patterns (<i>Patrones de sonidos</i>) • The Fence Problem (<i>El Problema de la Cerca</i>)
DOMAIN: MATHEMATICS DEVELOPMENT: SUB DOMAIN: Measurement	
P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	<ul style="list-style-type: none"> • Comparing Vegetables (<i>Comparando vegetales</i>) • Leap Frog Measure (<i>Midiendo con la ranita saltarina</i>) • Bookcase Problem (<i>Problema con el librero</i>) • Measuring the Table (<i>Midiendo la mesa</i>) • Fill Up the Cup (<i>Llenando la taza</i>) • Making Trail Mix (<i>Mezclando frutos secos y chocolates</i>) • Strawberries for a Picnic (<i>Fresas para el picnic</i>) • Buying Oranges (<i>Comprando naranjas</i>) • Grocery Store Weights (<i>Pesas del Supermercado</i>) • Blow Your House Down! (<i>Derrumbar la Casa Soplando</i>) • Which Takes Longer? (<i>¿Qué toma más tiempo?</i>) • Yesterday, Today, Tomorrow (<i>Ayer, Hoy, Mañana</i>) • All About My Day (<i>Todo sobre mi día</i>)
DOMAIN: MATHEMATICS DEVELOPMENT: SUB DOMAIN: Geometry and Spatial Sense	
P-MATH 9. Child identifies, describes, compares, and composes shapes.	<ul style="list-style-type: none"> • Shape Hunt (<i>En busca de formas</i>) • Finger Shapes (<i>Figuras con los deditos</i>) • Guess my Shape (<i>Adivina Mi Figura</i>) • Pantry Sort 1 (<i>Clasificar la Comida #1</i>) • Pantry Sort 2 (<i>Clasificar la Comida #2</i>) • Shaving Cream Shapes (<i>Figuras con crema de afeitar</i>) • Ways to Cut a Sandwich (<i>Maneras de cortar un "sandwich"</i>) • Is it a Triangle? (<i>¿Es un Triangulo?</i>) • Shape Changers (<i>Cambiadores de formas</i>)



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P-MATH 10. Child explores the positions of objects in space.

- [Follow the Leader](#) (*¡Sigue al líder!*)
- [Near and Far](#) (*Cerca y Lejos*)
- [Finding the Groceries](#) (*Encontrando el Mandado*)
- [Jump to It](#) (*¡Bríncale!*)
- [Race Car Transformations](#) (*Transformaciones con cochecitos*)
- [Follow My Design](#) (*Sigue Mi Diseño*)