

**Scholastic's Building Language for Literacy, Phase 1**  
 correlated to  
**The Connecticut Framework**  
**Preschool Curricular Goals and Benchmarks**

<b>The Connecticut Framework Preschool Curricular Goals and Benchmarks</b>	<b>Building Language for Literacy Phase 1 Matches</b>
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**Personal and Social Development**  
**Content Standards**

*Preschool programs will provide children with opportunities to:*

- **exhibit curiosity, creativity, self-direction and persistence in learning situations;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

engage in activities that they select or create and demonstrate self-direction in use of materials;	Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Choice Time (pages 53-74) <b>Store:</b> Choice Time (pages 53-74) <b>Restaurant:</b> Choice Time (pages 53-74) <b>Firehouse:</b> Choice Time (pages 53-74) <b>Farm:</b> Choice Time (pages 53-74) <b>Aquarium:</b> Choice Time (pages 53-74)
sustain attention to task;	Activities listed in the <i>Transition Time</i> component in each Place Unit Guide provide opportunities for students to meet this objective. See for example, <b>Home:</b> Transition Time (pages 75-87) <b>Store:</b> Transition Time (pages 75-87) <b>Restaurant:</b> Transition Time (pages 75-87) <b>Firehouse:</b> Transition Time (pages 75-87) <b>Farm:</b> Transition Time (pages 75-87) <b>Aquarium:</b> Transition Time (pages 75-87)

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demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem;	Science Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.
demonstrate delight or satisfaction when completing a task or solving a problem;	Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Choice Time (pages 53-74) <b>Store:</b> Choice Time (pages 53-74) <b>Restaurant:</b> Choice Time (pages 53-74) <b>Firehouse:</b> Choice Time (pages 53-74) <b>Farm:</b> Choice Time (pages 53-74) <b>Aquarium:</b> Choice Time (pages 53-74)

- **describe themselves using several basic characteristics;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

refer to themselves by first and last name; and	The <b>Home</b> Place Unit Guide provides opportunities for students to meet this objective.
identify themselves by family and by gender.	The <b>Home</b> Place Unit Guide provides opportunities for students to meet this objective.

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- **demonstrate awareness of one's own and others' feelings;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

<p>use words to express emotions or feelings.</p>	<p>Selected Examples Include:</p> <p>1.15:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Story Time (pages 31-52), Choice Time (pages 53-74)</p> <p>Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> provide opportunities for students to meet this objective.</p>
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- **participate in and exhibit self-control in group situations;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

<p>participate in small- and large-group activities;</p>	<p>Opportunities exist in each Place Unit Guide for students to meet this objective. For example:</p> <p>1.7:  <b>Home:</b> Song and Poem Time (pages 13-30)  <b>Store:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)  <b>Restaurant:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)  <b>Firehouse:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p> <p>1.12:  <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74)</p>
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	<p><b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Farm:</b> Song and Poem Time (pages 13-30),          Choice Time (pages 53-74)  <b>Aquarium:</b> Choice Time (pages 53-74)</p> <p>1.14:  <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Choice Time (pages 53-74)  <b>Aquarium:</b> Choice Time (pages 53-74)</p> <p>1.15:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Story Time (pages 31-52), Choice Time (pages 53-74)</p> <p>1.18:  <b>Home:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Story Time (pages 31-52)</p> <p>1.27:  <b>Home:</b> Story Time (pages 31-52)  <b>Store:</b> Transition Time (pages 75-87)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Firehouse:</b> Transition Time (pages 75-87)  <b>Farm:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p>
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manage transition from one activity to the next;	Activities listed in the <i>Transition Time</i> component in each Place Unit Guide provide opportunities for students to meet this objective. See for example, <b>Home:</b> Transition Time (pages 75-87) <b>Store:</b> Transition Time (pages 75-87) <b>Restaurant:</b> Transition Time (pages 75-87) <b>Firehouse:</b> Transition Time (pages 75-87) <b>Farm:</b> Transition Time (pages 75-87) <b>Aquarium:</b> Transition Time (pages 75-87)
follow classroom and playground rules; and	Activities listed in the <i>Transition Time</i> component in each Place Unit Guide provide opportunities for students to meet this objective.
be aware of and follow the classroom schedule and routines.	Activities in the <i>Transition Time</i> component in each Place Unit Guide provide opportunities for students to meet this objective.

- **interact appropriately with peers and familiar adults;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

interact with one or more children, beginning to play or work cooperatively;	Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Choice Time (page 57) <b>Store:</b> Choice Time (page 56) <b>Restaurant:</b> Choice Time (pages 53-74) <b>Firehouse:</b> Choice Time (page 57) <b>Farm:</b> Choice Time (page 57)
enter into or initiate a play situation;	Messy Play Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.
demonstrate empathy and caring for others; and	Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.
seek help from peers or adults.	All activities in each Unit Guide provide opportunities for students to seek help, if

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	necessary, from peers or adults.
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- **use age-appropriate conflict-resolution strategies; and**

**PERFORMANCE STANDARDS (INDICATORS)**

Educational experiences will assure that preschool children will:

use words to identify the conflict;	<b>Store:</b> Choice Time: (page 66)
engage in developing solutions and work to resolve conflicts; and	<b>Store:</b> Choice Time: (page 66)
seek adult help when involved in a conflict.	<b>Store:</b> Choice Time: (page 66)

- **recognize similarities and appreciate differences in people.**

**PERFORMANCE STANDARDS (INDICATORS)**

Educational experiences will assure that preschool children will:

state at least two ways in which children are similar and two ways in which they are different; and	The following match provides opportunities for students to explore individual similarities and differences: <b>Home:</b> Choice Time (pages 56-57)
interact with a variety of children in the program.	Selected Examples Include:  1.7: <b>Home:</b> Song and Poem Time (pages 13-30) <b>Store:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87) <b>Restaurant:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87) <b>Firehouse:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52) <b>Aquarium:</b> Story Time (pages 31-52)  1.12: <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74) <b>Store:</b> Choice Time (pages 53-74) <b>Restaurant:</b> Choice Time (pages 53-74) <b>Farm:</b> Song and Poem Time (pages 13-30), Choice Time (pages 53-74) <b>Aquarium:</b> Choice Time (pages 53-74)  1.14 <b>Home:</b> Story Time (pages 31-52), Choice Time

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	<p>(pages 53-74)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Choice Time (pages 53-74)  <b>Aquarium:</b> Choice Time (pages 53-74)</p> <p>1.15:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Story Time (pages 31-52), Choice Time (pages 53-74)</p> <p>1.18:  <b>Home:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Story Time (pages 31-52)</p> <p>1.27:  <b>Home:</b> Story Time (pages 31-52)  <b>Store:</b> Transition Time (pages 75-87)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Firehouse:</b> Transition Time (pages 75-87)  <b>Farm:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p>
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## Physical Development

### Program Goals

### Content Standards

*Preschool programs will provide children with opportunities to:*

- **engage in a wide variety of gross-motor activities that are child selected and teacher initiated;**

#### PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

demonstrate competence in a variety of activities that require coordinated movement using large muscles;	
perform activities that combine large-muscle movements with equipment;	
combine a sequence of several motor skills in an organized way; and	Music/Movement Integrated Curriculum activities, located in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Music and Movement (page 39) <b>Store:</b> Music and Movement (page 43) <b>Farm:</b> Music and Movement (page 37) <b>Aquarium:</b> Music and Movement (pages 41, 45)
choose to engage in physical activity that is child selected or teacher initiated.	Music/Movement Integrated Curriculum activities, located in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Music and Movement (page 39) <b>Store:</b> Music and Movement (page 43) <b>Farm:</b> Music and Movement (page 37) <b>Aquarium:</b> Music and Movement (pages 41, 45)

- **use a variety of materials that promote eye-hand coordination and small-muscle development;**

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**PERFORMANCE STANDARDS (INDICATORS)**

Educational experiences will assure that preschool children will:

perform fine-motor tasks that require small-muscle strength and control;	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Art and Writing (pages 58-63) <b>Store:</b> Art and Writing (pages 58-59) <b>Restaurant:</b> Art and Writing (pages 62-63) <b>Firehouse:</b> Art and Writing (pages 58-59) <b>Farm:</b> Art and Writing (pages 58-59) <b>Aquarium:</b> Art and Writing (pages 58-59)
use eye-hand coordination to successfully perform fine-motor tasks; and	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Art and Writing (pages 58-63) <b>Store:</b> Art and Writing (pages 58-59) <b>Restaurant:</b> Art and Writing (pages 62-63) <b>Firehouse:</b> Art and Writing (pages 58-59) <b>Farm:</b> Art and Writing (pages 58-59) <b>Aquarium:</b> Art and Writing (pages 58-59)
show beginning control of writing, drawing and art tools.	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Art and Writing (pages 58-63) <b>Store:</b> Art and Writing (pages 58-59) <b>Restaurant:</b> Art and Writing (pages 62-63) <b>Firehouse:</b> Art and Writing (pages 58-59) <b>Farm:</b> Art and Writing (pages 58-59) <b>Aquarium:</b> Art and Writing (pages 58-59)

- **demonstrate spatial awareness in both fine- and gross-motor activities;**

**PERFORMANCE STANDARDS (INDICATORS)**

Educational experiences will assure that preschool children will:

move through an environment with body control; and	Music/Movement Integrated Curriculum activities, located in each Place Unit Guide,
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	provide opportunities for students to meet this objective. See for example, <b>Home:</b> Music and Movement (page 39) <b>Store:</b> Music and Movement (page 43) <b>Farm:</b> Music and Movement (page 37) <b>Aquarium:</b> Music and Movement (pages 41, 45)
demonstrate spatial awareness in fine-motor activities.	1.9: Selected Examples: <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74) <b>Store:</b> Story Time (pages 31-52), Transition Time (pages 75-87) <b>Restaurant:</b> Story Time (pages 31-52) <b>Firehouse:</b> Story Time (pages 31-52), Transition Time (pages 75-87) <b>Aquarium:</b> Story Time (pages 31-52), Transition Time (pages 75-87)  1.34: Selected Examples: <b>Home:</b> Song and Poem Time (pages 13-30) <b>Store:</b> Story Time (pages 31-52) <b>Restaurant:</b> Transition Time (pages 75-87) <b>Firehouse:</b> Story Time (pages 31-52) <b>Farm:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52) <b>Aquarium:</b> Transition Time (pages 75-87)  Block Center activities, located in each Place Unit Guide, provide opportunities to meet this objective.

- **choose nutritious meals and snacks; and**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

recognize and eat a variety of nutritious foods.	Time To Eat! activities, located in the <i>Transition Time</i> component in each Place Unit Guide, provide opportunities to meet this objective.
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- **practice basic hygiene and self-help skills.**

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Educational experiences will assure that preschool children will:

practice personal hygiene; and	Time To Eat! activities, located in the <i>Transition Time</i> component in each Place Unit Guide, provide opportunities to meet this objective.
use self-help skills.	Time To Eat! activities, located in the <i>Transition Time</i> component in each Place Unit Guide, provide opportunities to meet this objective.

## Cognitive Development

### Program Goals

### Content Standards

#### Logical – Mathematical/Scientific Thinking

*Preschool programs will provide children with opportunities to:*

- **express wonder, ask questions and seek answers about the natural world;**

#### PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

ask questions about and comment on observations and experimentation;	Science Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.
collect, describe and record information; and	Science Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.
use equipment for investigation.	Science Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.

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- **recognize and solve problems through active exploration, including trial and error and interacting with peers and adults; and**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

make and verify predictions about what will occur;	Comprehension activities, located in each Place Unit Guide, provide opportunities for students to meet this objective.
compare and contrast objects and events;	Integrated Science Curriculum Activities, located in each Place Unit Guide, and Math Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective. See for example, <b>Home:</b> Choice Time: Sorting Stamps (page 66) <b>Store:</b> Choice Time: Sorting Hardware (page 64)
classify objects and events based on self-selected criteria; and	Each Place Unit Guide provides opportunities to meet this objective. See for example, <b>Store:</b> Choice Time: Sorting Hardware (page 64) <b>Firehouse:</b> Placebook Firehouse (pages 34-37) and Rhyming Book (pages 38-43)

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use language that shows understanding of scientific principles to explain why things happen;	Science Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.
engage in a scientific experiment with a peer or with a small group.	Science Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.

- **organize and express their understanding of common properties and attributes of things.**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

recognize simple patterns and duplicate or extend them;	Block Center activities in each Place Unit Guide provide opportunities for students to meet this objective.
create and duplicate patterns and shapes using a variety of materials;	Block Center activities in each Place Unit Guide provide opportunities for students to meet this objective.
sort objects by one or more attributes and regroup the objects based on a new attribute;	Block Center activities in each Place Unit Guide provide opportunities for students to meet this objective.
order several objects on the basis of one attribute;	Block Center activities in each Place Unit Guide provide opportunities for students to meet this objective.

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<p>show spatial awareness by demonstrating an understanding of position and order;</p>	<p>The Following Examples Provide Opportunities to Meet this Objective:</p> <p>1.8:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)  <b>Restaurant:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)</p> <p>1.34:  <b>Home:</b> Song and Poem Time (pages 13-30)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Transition Time (pages 75-87)  <b>Firehouse:</b> Story Time (pages 31-52)  <b>Farm:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)  <b>Aquarium:</b> Transition Time (pages 75-87)</p>
<p>use common instruments to measure things;</p>	<p>Cooking Integrated Curriculum activities, located in the <b>Home, Store, Restaurant,</b> and <b>Farm Place</b> Unit Guides, provide opportunities for students to meet this objective.</p>
<p>demonstrate understanding of one-to-one correspondence while counting.</p>	<p>The Following Selected Examples Provide Opportunities to Meet This Objective:</p> <p>1.8:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)  <b>Restaurant:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)</p>

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show curiosity and independent interest in number-related activities;	Math Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.
estimate and verify the number of objects;	<b>Firehouse:</b> Math Center (page 62)
demonstrate an understanding of sequence of events and time periods; and	Activities listed in the <i>Transition Time</i> component in each Place Unit Guide provide opportunities for students to meet this objective.
collect, organize and display information.	Science Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.

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Language and Literacy

*Preschool programs will provide children with opportunities to:*

- **communicate their experiences, ideas and feelings by speaking;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

<p>speak clearly, including use of appropriate tone and inflection;</p>	<p>1.1: Selected Examples:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Song and Poem Time (pages. 13-30), Story Time (pages. 31-52)  <b>Firehouse:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Farm:</b> Choice Time (pages. 53-74), Transition Time (pages. 75-87)</p> <p>1.2: Selected Examples:  <b>Home:</b> Song and Poem Time (pages 13-30), Choice Time (pages 53-74)  <b>Restaurant:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)  <b>Firehouse:</b> Transition Time (pages 75-87)  <b>Farm:</b> Song and Poem Time (pages 13-30), Choice Time (pages 53-74)  <b>Aquarium:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)</p> <p>1.3: Selected Examples:  <b>Home:</b> Story Time (pages 31-52), Transition Time (pages 75-87)  <b>Store:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Firehouse:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p> <p>1.4: Selected Examples:  <b>Home:</b> Story Time (pages 31-52)  <b>Store:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)</p>
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	<p><b>Restaurant:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Firehouse:</b> Song and Poem Time (pages 13-30), Choice Time (pages 53-74)  <b>Farm:</b> Story Time (pages 31-52)</p>
<p>use multiple-word sentences or phrases to describe ideas, feelings and actions;</p>	<p>1.11: Selected Examples:  <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Store:</b> Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Restaurant:</b> Story Time (pages 31-52)  <b>Firehouse:</b> Story Time (pages 31-52), Transition Time (pages 75-87)  <b>Farm:</b> Choice Time (pages 53-74)  <b>Aquarium:</b> Transition Time (pages 75-87)</p> <p>1.13: Selected Examples:  <b>Home:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Story Time (pages 31-52)  <b>Firehouse:</b> Story Time (pages 31-52)  <b>Farm:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p> <p>1.15: Selected Examples:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Story Time (pages 31-52), Choice Time (pages 53-74)</p>
<p>speak to initiate a conversation or enter into a play situation; and</p>	<p>Selected Examples Include:</p> <p>1.7: Selected Examples:  <b>Home:</b> Song and Poem Time (pages 13-30)  <b>Store:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)  <b>Restaurant:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)  <b>Firehouse:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)</p>

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	<p><b>Aquarium:</b> Story Time (pages 31-52)</p> <p>1.12: Selected Examples:  <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Farm:</b> Song and Poem Time (pages 13-30), Choice Time (pages 53-74)  <b>Aquarium:</b> Choice Time (pages 53-74)</p> <p>1.14: Selected Examples:  <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Choice Time (pages 53-74)  <b>Aquarium:</b> Choice Time (pages 53-74)</p>
speak for a variety of other purposes.	<p>1.13: Selected Examples:  <b>Home:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Story Time (pages 31-52)  <b>Firehouse:</b> Story Time (pages 31-52)  <b>Farm:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p>

**listen with understanding to directions, conversations and stories;**

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Educational experiences will assure that preschool children will:

demonstrate understanding of basic conversational vocabulary;	<p>1.1: Selected Examples:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Song and Poem Time (pages. 13-30), Story Time (pages. 31-52)  <b>Firehouse:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Farm:</b> Choice Time (pages. 53-74), Transition Time (pages. 75-87)</p>
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	<p>1.2: Selected Examples:  <b>Home:</b> Song and Poem Time (pages 13-30),            Choice Time (pages 53-74)  <b>Restaurant:</b> Song and Poem Time (pages 13-30),            Story Time (pages 31-52)  <b>Firehouse:</b> Transition Time (pages 75-87)  <b>Farm:</b> Song and Poem Time (pages 13-30),            Choice Time (pages 53-74)  <b>Aquarium:</b> Song and Poem Time (pages 13-30),            Transition Time (pages 75-87)</p> <p>1.3: Selected Examples:  <b>Home:</b> Story Time (pages 31-52), Transition            Time (pages 75-87)</p> <p><b>Store:</b> Song and Poem Time (pages 13-30),            Story Time (pages 31-52),            Choice Time (pages 53-74)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Firehouse:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p> <p>1.4: Selected Examples:  <b>Home:</b> Story Time (pages 31-52)  <b>Store:</b> Song and Poem Time (pages 13-30),            Story Time (pages 31-52)  <b>Restaurant:</b> Choice Time (pages 53-74),            Transition Time (pages 75-87)  <b>Firehouse:</b> Song and Poem Time (pages 13-30),            Choice Time (pages 53-74)  <b>Farm:</b> Story Time (pages 31-52)</p>
<p>demonstrate understanding of messages in conversation; and</p>	<p>The Following Selected Examples Provide Opportunities to Meet this Objective:</p> <p>1.7: Selected Examples:  <b>Home:</b> Song and Poem Time (pages 13-30)  <b>Store:</b> Song and Poem Time (pages 13-30),            Transition Time (pages 75-87)  <b>Restaurant:</b> Song and Poem Time (pages 13-30),            Transition Time (pages 75-87)  <b>Firehouse:</b> Song and Poem Time (pages 13-30),            Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p>

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	<p>1.12: Selected Examples:  <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Choice Time (pages 53-74)  <b>Farm:</b> Song and Poem Time (pages 13-30), Choice Time (pages 53-74)  <b>Aquarium:</b> Choice Time (pages 53-74)</p> <p>1.14: Selected Examples:  <b>Home:</b> Story Time (pages 31-52), Choice Time (pages 53-74)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Choice Time (pages 53-74)</p> <p><b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Choice Time (pages 53-74)  <b>Aquarium:</b> Choice Time (pages 53-74)</p>
retell information from a story.	<p>1.13: Selected Examples:  <b>Home:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Story Time (pages 31-52)  <b>Firehouse:</b> Story Time (pages 31-52)  <b>Farm:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p>

- exhibit interest in reading; and**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

show independent interest in reading-related activities;	<p>Reading and Listening Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.</p> <p>With each Place Unit audiocassette, children can hear all of the songs and poems over and over again. They can also read along with the</p>
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	Placebook.
attend to a story;	1.13: Selected Examples: <b>Home:</b> Story Time (pages 31-52) <b>Restaurant:</b> Story Time (pages 31-52) <b>Firehouse:</b> Story Time (pages 31-52) <b>Farm:</b> Story Time (pages 31-52) <b>Aquarium:</b> Story Time (pages 31-52)
demonstrate book awareness;	The Following Selected Examples Provide Opportunities to Meet this Objective: 1.13: <b>Home:</b> Story Time (pages 31-52) <b>Restaurant:</b> Story Time (pages 31-52) <b>Firehouse:</b> Story Time (pages 31-52) <b>Farm:</b> Story Time (pages 31-52) <b>Aquarium:</b> Story Time (pages 31-52)
recognize matching sounds and some printed letters; and	<b>Store:</b> Story Time (pages 50-51), Transition Time (page 83) <b>Farm:</b> Story Time (page 39), Choice Time (page 58), Transition Time: (page 86) <b>Restaurant:</b> Story Time (pages 44-45), Choice Time (page 68), Transition Time (page 24) <b>Firehouse:</b> Transition Time (page 85) <b>Aquarium:</b> Story Time (pages 44-45), Transition Time (pages 79, 80, 81)
recognize several printed words.	1.3: Selected Examples: <b>Home:</b> Story Time (pages 31-52), Transition Time (pages 75-87) <b>Store:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52), Choice Time (pages 53-74) <b>Restaurant:</b> Choice Time (pages 53-74) <b>Firehouse:</b> Story Time (pages 31-52) <b>Aquarium:</b> Story Time (pages 31-52)  1.30: Selected Examples: <b>Home:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52) <b>Store:</b> Story Time (pages 31-52) <b>Restaurant:</b> Transition Time (pages 75-87) <b>Firehouse:</b> Choice Time (pages 53-74), Transition Time (pages 75-87) <b>Farm:</b> Story Time (pages 31-52)

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	<b>Aquarium:</b> Song and Poem Time (pages 13-30), Choice Time (pages 53-74)
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- **use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

use symbols or drawings to express thoughts, feelings and ideas;	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective.
print or copy their first name; and	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective.
use letter-like approximations to write words or ideas.	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective.

## Creative Expression/Aesthetic Development

### Program Goals

### Content Standards

*Preschool programs will provide children with opportunities to:*

- **exhibit curiosity about and explore how materials function and affect the senses;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

use a variety of art materials and activities for sensory experience and exploration; and	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective.
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elect to use the art media.	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective.
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- **create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

demonstrate the ability to represent experiences, thoughts and ideas using several art forms; and	<p>Selected Examples Include:</p> <p>1.15:  <b>Home:</b> Choice Time (pages 53-74), Transition Time (pages 75-87)  <b>Store:</b> Choice Time (pages 53-74)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Story Time (pages 31-52), Choice Time (pages 53-74)</p> <p>Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> provide opportunities for students to meet this objective.</p>
use a variety of visual art media for self-expression.	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> provide opportunities for students to meet this objective.

- **represent fantasy and real-life experiences through pretend play;**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

assume the role of someone or something else and talk in the language/tone appropriate for that person or thing; and	<p>1.18: Selected Examples:</p> <p><b>Home:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87)  <b>Store:</b> Story Time (pages 31-52)  <b>Restaurant:</b> Song and Poem Time (pages 13-</p>
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	30) <b>Firehouse:</b> Song and Poem Time (pages 13-30) <b>Aquarium:</b> Story Time (pages 31-52)
engage in cooperative pretend play with another child.	Center activities, located in the <i>Choice Time</i> component in each Place Unit Guide, provide opportunities for students to meet this objective.

• **engage in musical and creative movement activities; and**

PERFORMANCE STANDARDS (INDICATORS)

Educational experiences will assure that preschool children will:

participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments;	1.18: Selected Examples Include: <b>Home:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87) <b>Store:</b> Story Time (pages 31-52) <b>Restaurant:</b> Song and Poem Time (pages 13-30) <b>Firehouse:</b> Song and Poem Time (pages 13-30) <b>Aquarium:</b> Song and Poem Time (pages 13-30), Story Time (pages 31-52)
initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs; and	1.17: Selected Examples: <b>Home:</b> Story Time (pages 31-52), Transition Time (pages 75-87) <b>Store:</b> Story Time (pages 31-52), Transition Time (pages 75-87) <b>Restaurant:</b> Song and Poem Time (pages 13-30) <b>Farm:</b> Story Time (pages 31-52) <b>Aquarium:</b> Story Time (pages 31-52)  1.18: Selected Examples: <b>Home:</b> Song and Poem Time (pages 13-30), Transition Time (pages 75-87) <b>Store:</b> Story Time (pages 31-52) <b>Restaurant:</b> Song and Poem Time (pages 13-30) <b>Firehouse:</b> Song and Poem Time (pages 13-30) <b>Aquarium:</b> Story Time (pages 31-52)  1.21: Selected Examples: <b>Home:</b> Transition Time (pages 75-87)

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	<p><b>Store:</b> Song and Poem Time (pages 13-30)  <b>Restaurant:</b> Story Time (pages 31-52)  <b>Firehouse:</b> Song and Poem Time (pages 13-30)  <b>Farm:</b> Song and Poem Time (pages 13-30)  <b>Aquarium:</b> Choice Time (pages 53-74)</p> <p>1.27: Selected Examples:  <b>Home:</b> Story Time (pages 31-52)  <b>Store:</b> Transition Time (pages 75-87)  <b>Restaurant:</b> Song and Poem Time (pages 13-30)  <b>Firehouse:</b> Transition Time (pages 75-87)  <b>Farm:</b> Story Time (pages 31-52)  <b>Aquarium:</b> Story Time (pages 31-52)</p>
participate in creative movement and dance.	Music/Movement Integrated Curriculum activities, located in each Place Unit Guide, provide opportunities for students to meet this objective.

- **describe or respond to their own creative work or the creative work of others.**

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use oral language to explain or describe or ask questions about a work of art; and	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective.
express interest in and show appreciation for the creative work of others.	Integrated Curriculum Activities <u>Drawing and Writing</u> and <u>Art and Writing</u> , located in each Place Unit Guide, provide opportunities for students to meet this objective.