

PBS KIDS, Ready To Learn, and ELINOR'S TOWN

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PBS KIDS Learning Ecosystem



Ready To Learn 2015-2020

➤ **Content**

- Science and literacy content with new and existing PBS KIDS properties
- Adaptive & personalized learning

➤ **Community**

- Local public media stations forming partnerships to support children, families, and educators in high-need communities

➤ **Collaboration & Research**

- Guides content and community-based work & studies impact of content on learning



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The
Ready To Learn
Initiative

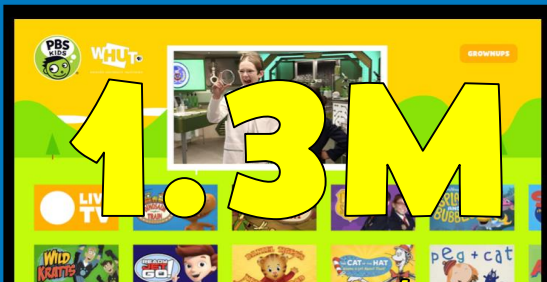
Multiplatform Video Presence



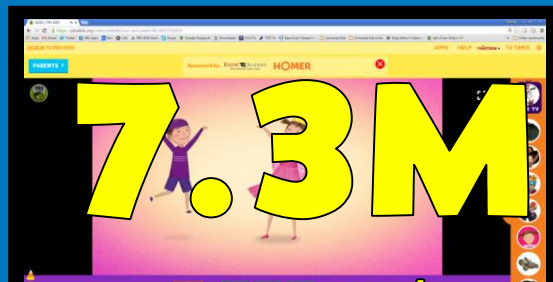
PBS Member Stations



unique visitors/month
Mobile Video App



unique visitors/month
OTT Video App



unique visitors/month
pbskids.org



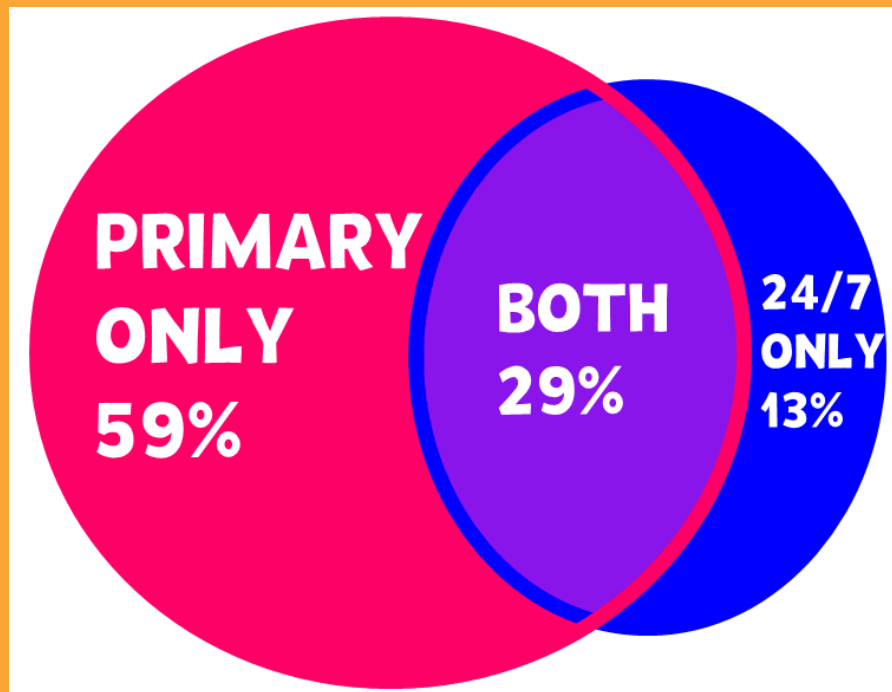
Two Complimentary TV Services



**National
Program Service**



Nearly 90% of kids that watch PBS tune in to their PRIMARY local station



Source: Nielsen NPOWER L+7, Feb 2018, M-Su6AM-6AM PBS Primary stations, PBS subchannels, K2-8, StdMo Unif., 1+min.

The Two Services Reach Different Audiences



24/7
Channel



NPS

Median HH Income	\$30K	\$58K
HH w/Income <\$25K	42%	17%
Broadcast Only	83%	34%
Black, Asian, or non-White	55%	31%



**What makes a
PBS KIDS show?**



THE WHOLE CHILD





Enthusiasm





Great Stories with Real-World Takeaways



A few more things...



Smart-Funny

Diversity

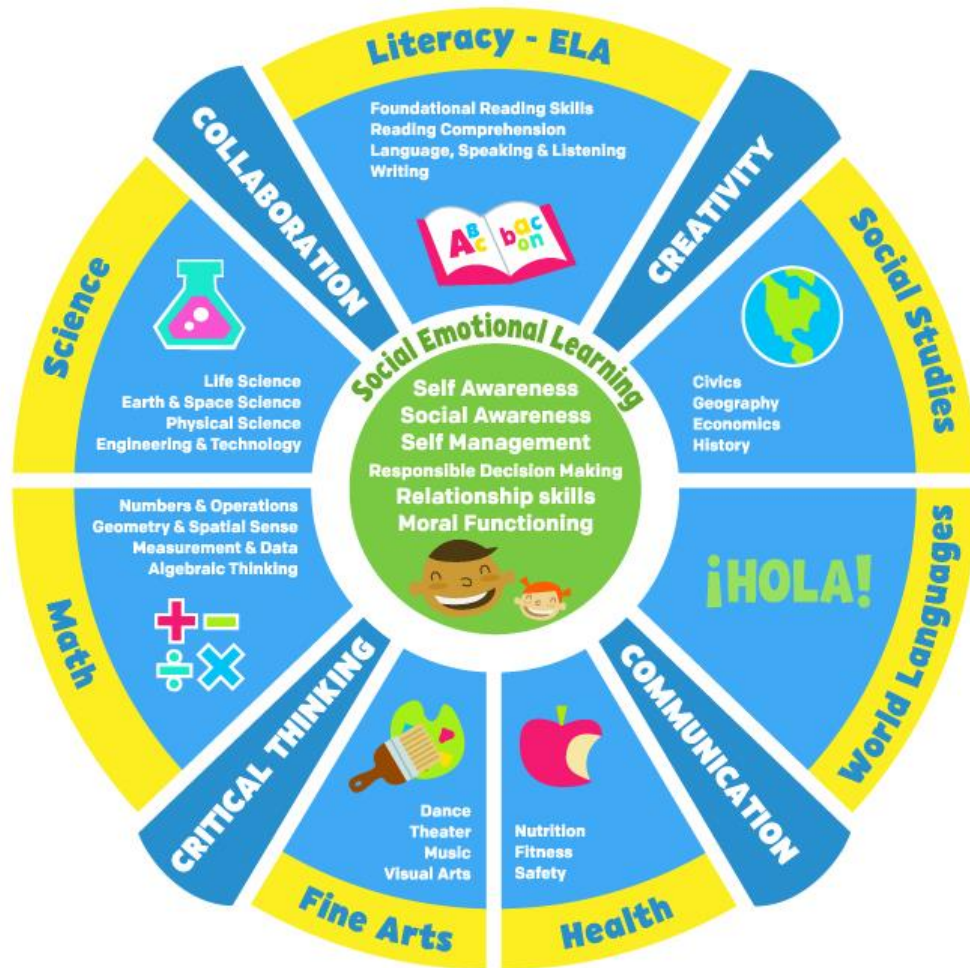
**Innovative Design &
Format**







PBS KIDS CURRICULUM STRATEGY



PBS KIDS LEARNING FRAMEWORKS

**Social & Emotional Learning and
Character Development**

Literacy-English Language Arts

Mathematics

Science

Social Studies

The Arts



PBS KIDS LEARNING FRAMEWORKS

- Outline the “big ideas” and learning progressions for children in the PBS KIDS target age group of 2-8
- Align with National and state standards including Common Core, NGSS, and Head Start Learning Outcomes Framework
- Take into account policy statements from National organizations like NAEYC, NSTA, NCTM, ILA, etc.
- Written with input from early childhood education experts in each specific field, as well as advisors in Universal Design for Learning, and classroom practitioners



PBS KIDS LEARNING FRAMEWORKS



PBS KIDS Social Studies Learning Framework

Social Studies												
Civics & Government			Geography				Economics			History		
The study of the rights and responsibilities of citizenship.			The study of the Earth's landscapes, peoples, places, and environments.				The study of how people choose to use resources - the study of making choices.			The study of change and continuity over time.		
Self, Family, Society & Culture	Citizenship & Civic Participation	Foundations of Government	Rules, Laws, & Rights	Geographic Tools & Spatial Thinking	Geographic Characteristics	Human-Environment Interactions (Ecology)	Spatial Patterns & Movement of People, Goods & Ideas	Economic Decision Making	Exchange & Markets	Personal History	Change & Continuity Over Time	Historical Sources & Tools



Ready To Learn

PBS KIDS Literacy-English Language Arts (ELA) Learning Framework Version 4.0 Preschool through Grade 2

Foundational Reading Skills														
Print Concepts		Phonological Awareness			Phonics and Word Recognition					Fluency with Connected Text				
Knowing about print and books and how they are used		The understanding that spoken language is made up of individual and separate sounds (phonemes) and that phonemes work together to make words			Connecting the sounds of spoken language to the letters and spellings that represent those sounds in written language					Ability to read text accurately with appropriate pacing and understanding				
Book Parts and Features	Print Conventions	Role of print in the world	Rhyming	Alliteration	Phoneme Awareness	Blending & Segmentation	Phoneme Manipulation	Letter and Letter-Sound Knowledge	Decoding	Spelling	High Frequency & Irregularly Spelled Word Recognition	Advanced Word Recognition Strategies	Reading with Accuracy	Reading with Appropriate Rate and Prosody (Expression)
Reading Comprehension: Literary and Informational Texts														
General Reading Comprehension Strategies		Comprehension of Literary Texts			Comprehension of Informational Texts									
Strategies to read with purpose and understanding		Understanding the meaning of literary texts			Understanding the meaning of informational texts									
		Characteristics of Literary Texts	Understanding Key Ideas and Details		Integrating Knowledge and Ideas Within and Across Texts	Characteristics of Informational Texts			Understanding Key Ideas and Details	Integrating Knowledge and Ideas Within and Across Texts	Evaluation			
Language, Speaking & Listening														
Vocabulary		Conventions of Standard English			Speaking and Listening									
Learning the meaning of words and appropriate word usage in a variety of contexts.		The conventions of standard English grammar (including syntax) and usage when writing or speaking.			The language of talking and listening; in contrast to written language, which is the language used in writing and reading.									
Acquisition and Determining Meaning	Relationship Among Words	Nuance and Figurative Language	Categorization	Using Correct Capitalization, Punctuation, and Spelling	Using Correct Capitalization, Punctuation, and Spelling	Follow Verbal Instructions			Comprehension and Collaboration	Presentation of Knowledge and Ideas				
Writing (Composition)														
Compositions		Revising, Editing & Publishing Compositions												
Knowing how to express experiences or ideas and convey meaningful information in writing.		Using strategies to improve one's own writing, often in preparation for publication												
Composing Narrative Texts		Composing Opinion Pieces and Informational/Explanatory Texts												



Ready To Learn

PBS KIDS Math Learning Framework Version 2.0 (Revised March 2015)

Numbers & Operations in Base Ten					Geometry & Spatial Sense					Measurement & Data					Algebraic Thinking	
Numbers & Counting					Operations					Measurement					Data Collection & Analysis	
Counting & Number Sense	Place Value & Number Sense	Understanding Addition & Subtraction	Understanding Multiplication & Division	Understanding Fractions	Counting with Objects	Counting with Numbers	Counting with Symbols	Counting with Money	Counting with Time	Measuring Length, Mass, Capacity, Temperature, Time, Money	Measuring Length, Mass, Capacity, Temperature, Time, Money	Measuring Length, Mass, Capacity, Temperature, Time, Money	Measuring Length, Mass, Capacity, Temperature, Time, Money	Measuring Length, Mass, Capacity, Temperature, Time, Money	Measuring Length, Mass, Capacity, Temperature, Time, Money	Measuring Length, Mass, Capacity, Temperature, Time, Money

Content Last Updated July 2015



PBS KIDS Social and Emotional Learning (SEL) and Character Development Framework v1.0

Social Emotional Learning (SEL) and Character Development																		
Self Awareness				Social Awareness				Self Management				Responsible Decision Making		Relationship Skills		Moral Functioning		
Understanding and expressing emotions				Recognizing and reconciling the perspectives of others				Managing emotions and behaviors				Fostering personal and community well-being		Understanding and promoting relationships		Developing personal principles of ethics and performance		
Identify Emotions	Recognize Personal Qualities	Understand One's Own Emotions	Build Self-Esteem	Perspective Taking	Detecting Qualities of Individuals and Groups	Addressing Interpersonal Conflict	Addressing Internal Conflict	Monitoring Behaviors	Achieving Goals	Demonstrating Resilience	Creative Thinking	Personal Decision Making	Social Problem Solving	Contributing to Community Well-being	Understanding Relationships	Fostering Effective Interaction	Understanding Ethics, Safety and Norms	Appreciating Moral, Civic, and Other Virtues



Ready To Learn

PBS KIDS Science Learning Framework

Science											
The study of the natural world, both living and nonliving, through a process of inquiry that includes observation, prediction, and experimentation leading to understanding/explanation.											
Science and Engineering Practices											
The practices that develop the skills, thinking, and language of scientific inquiry and engineering design.											
- Asking questions (for science) and defining problems (for engineering) - Developing and using models - Planning and carrying out investigations - Analyzing and interpreting data - Using mathematics and computational thinking - Constructing explanations (for science) and designing solutions (for engineering) - Engaging in argument from evidence - Obtaining, evaluating, and communicating information											
Life Science				Earth & Space Science				Physical Science			
The study of the structure, behavior, and relationships of living organisms.				The study of processes that operate on Earth and of Earth's place in the solar system and the galaxy.				The study of the characteristics and properties of energy and nonliving matter.			
From Molecules to Organisms: Structures and Processes	Ecosystems: Interactions, Energy, and Dynamics	Heredity: Inheritance and Variation of Traits	Biological Evolution: Unity and Diversity	Earth's Place in the Universe	Earth's Systems	Earth and Human Activity	Matter and Its Interactions	Motion and Its Interactions	Stability: Forces and Interactions	Energy	Waves and Their Applications in Technologies for Information Transfer
Engineering & Technology											
The practice of design to find solutions to particular human problems (engineering) and the human-made tools, systems, and processes created to fulfill human needs and wants (technology).											



Science Learning Framework

PBS KIDS Science Learning Framework

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1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information										
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Key Components

Three-Dimensional Learning

Science and Engineering Practices

The practices that develop the skills, thinking and language of Scientific Inquiry and Engineering Design

Disciplinary Core Ideas (Content Domains)

Life Science

Physical Science

Earth and Space Sciences

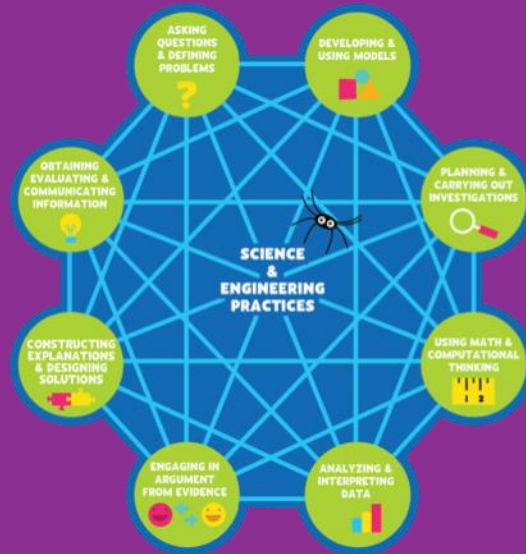
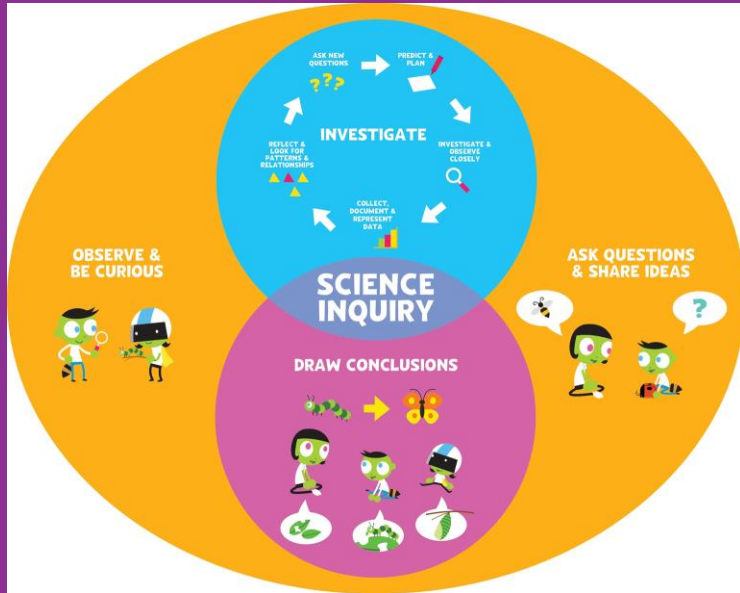
Engineering and Technology

Crosscutting Concepts

Connections to Literacy, Math, and Social Emotional Learning

Universal Design for Learning (UDL) Considerations

Science Inquiry, The Engineering Design Process, and Science & Engineering Practices



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Early Science Learning

A scientist doing
A science experiment



Young children and scientists view and engage in the world in similar ways.

Learning to think deeply rather than memorizing a lot about a topic

Early conceptions grow and change with scaffolding

Science and engineering integrates practices, knowledge, and concepts

Without thoughtful interventions young children perceive science to be....



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Elinor's Town Focus Groups

- **August 2018 in New Rochelle, NY**
- **Tested with 3- to 5-year-olds**
- **Individual interviews with 20 children and a parent**
- **“Focus Group” with 6 children and their parents**

Key Findings: Strengths

- **Overall – very positive! And FUNNY!**
- **High engagement; strong recall and understanding of the story and curriculum**
- **Works across the age group, though the older kids get more out of it**
- **Gender neutral**
- **Lots of potential with the characters**

London, 5-year-old girl

“[Elinor] was thinking, how does it work? And no one else was. And then she found the clues!”

“It sticks on some things, but not all the things.”

“[George de Mistral] was thinking about the seeds and got the idea in his head. He walked in the nature, and he wondered about the seeds.”

Assessment of Elinor's Town Pilot: Reactions While Viewing

Some of the *scenes that generated the most engagement* are as follows:



- ✓ ***When Ari is showing what his watch can do to Elinor and Hazel (around 01:03)***



- ✓ ***When Elinor is testing different alternatives to see what the strap can stick to (around 04:15)***



- ✓ ***When Ms. Mole is grabbing different things instead of her book (around 2:00)***



- ✓ ***When they are singing their song while trying to solve the mystery (around 6:20)***



- ✓ ***When Elinor is playing with the watch strap and interrupting the teacher (around 2:40)***



- ✓ ***When Ari realizes there are lots of seeds stuck to his sweater (around 7:20)***

Assessment of Elinor's Town Pilot:

Reactions While Viewing

Some of the *scenes that generate less engagement*, where we noticed children fidgeting a bit more or their eyes wondering away from the screen are:



✓ *Toward the very end of the song, as it feels that the song is about to be over but then continues (around 06:50)*



✓ *After they decided to go tell Ms. Mole that the mystery is solved. This could be perceived as the resolution of the story (around 08:50)*



✓ *Right before Ms. Mole starts telling the story about George de Mestral (around 9:56)*

Assessment of Elinor's Town Pilot:

Feedback on Characters

Some *specific feedback on each of the characters* is as follows:



Elinor was very well liked. She is perceived as being smart, curious, and resourceful. She is also very cheery and playful.



Ari is perceived as cool and goofy. Children are attracted to him because he has a “cool watch” and he has wings and can fly.



Hazel is perceived as the studious one. Many children remembered she was the one who brought the books to help them solve the mystery and that she was also the one writing the list.



Ms. Mole is also very likeable. The children enjoyed when she was grabbing different things instead of her book. At least two of the children thought she was a hedgehog instead of a mole.

Key Findings: Parent Reactions

- **Highly educational**
- **Appealing themes: beyond the curriculum, parents liked the social-emotional aspects of the story (i.e. curiosity, working together with friends to solve a mystery)**
- **Content is age-appropriate and fits with PBS KIDS brand expectations**
- **Focus on nature is a plus**

Parent of a 5-year-old Girl

“It was educational for many reasons. Again, communication, respect and friendship. Just the real aspect of them being in the woods. Again, everything [in the city is] fast-paced. It is great to see the foundation of what we want for our children. I liked that they ask questions to learn. Now she has learned how Velcro works rather than not knowing. And clues for her to build on.”

Things To Pay Attention To

Humor

Story attention and pacing

Song and music

In General...

- **Please keep the Learning Frameworks in mind**
- **Representing diversity is important**
- **Positive modeling all around**
- **Complex characters, simple stories**
- **Give the curriculum room to breathe**
- **Multiple stories that dig into the same concept in different ways**

Questions?

