

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

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# 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 |                      | Following 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 & Decimals | Counting with Objects    | Counting with Numbers | Counting with Symbols | Counting with Money | Counting with Time | Measuring Length, Mass, Capacity, Temperature, Time, Mass | Measuring Length, Mass, Capacity, Temperature, Time, Mass | Measuring Length, Mass, Capacity, Temperature, Time, Mass | Measuring Length, Mass, Capacity, Temperature, Time, Mass | Measuring Length, Mass, Capacity, Temperature, Time, Mass | Measuring Length, Mass, Capacity, Temperature, Time, Mass | Measuring Length, Mass, Capacity, Temperature, Time, Mass |

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

| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                |                                               |                                           |                                                                                                       |                 |                          |                                                                                 |                                               |        |                                                                       |
| <ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol> |                                                |                                               |                                           |                                                                                                       |                 |                          |                                                                                 |                                               |        |                                                                       |
| Life Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                |                                               |                                           | Earth & Space Science                                                                                 |                 |                          | Physical Science                                                                |                                               |        |                                                                       |
| The study of the structure, behaviors, 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 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).                                                                                                                                                                                                                                                                                                                                                 |                                                |                                               |                                           |                                                                                                       |                 |                          |                                                                                 |                                               |        |                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                |                                               |                                           |                                                                                                       |                 |                          |                                                                                 |                                               |        |                                                                       |

# 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

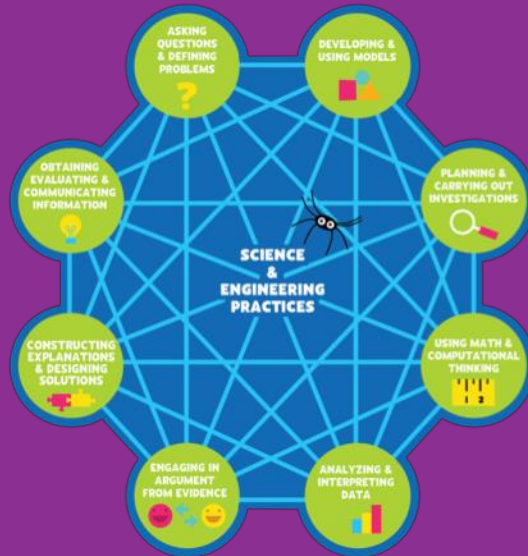
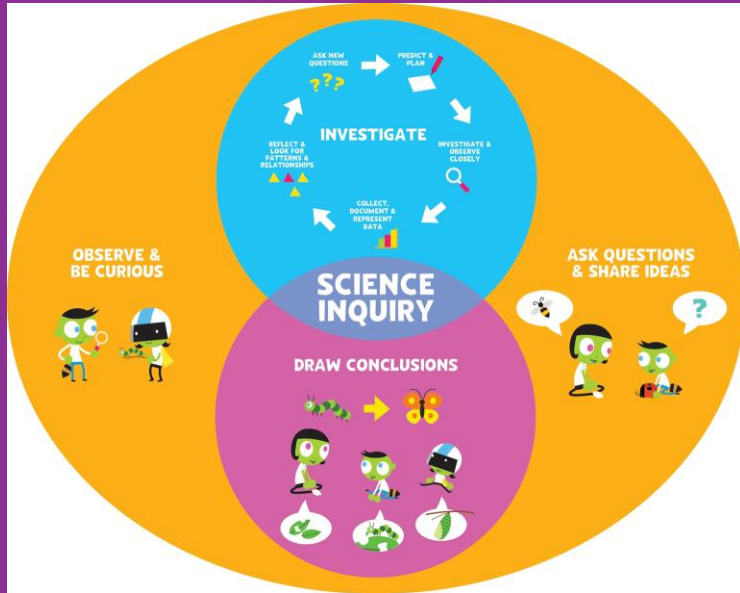
Engineering and Technology

### **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



Corporation  
for Public  
Broadcasting

The  
Ready To Learn  
Initiative

# 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**

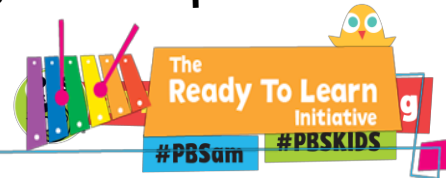
**Early conceptions grow and change with scaffolding**

**Science and engineering integrates practices, knowledge, and concepts**

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



Corporation  
for Public  
Broadcasting



# **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**