



Arizona Early Learning Standards

Correlation



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**Correlated to the
Arizona Early Learning
Standards**

Prepared by:



SOCIAL EMOTIONAL

STRAND 1: SELF

Concept 1: Self-Awareness: The child demonstrates an awareness of his or her self.

a. Demonstrates self-confidence.	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51
b. Makes personal preferences known to others.	T2TG pp. 46, 96 T7TG p. 147
c. Demonstrates knowledge of self-identity.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46, 96 T3TG p. 129 T7TG pp. 129, 147
d. Shows an awareness of similarities and differences between self and others.	T2TG pp. 40, 80 T3TG pp. 129, 137 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 147

Concept 2: Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.

a. Associates emotions with words, facial expressions and body language.	T1TG pp. 102, 119, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155
b. Identifies, describes and expresses their own feelings.	T1TG pp. 28, 51, 102, 157 T2TG pp. 121, 155 T3TG pp. 27, 52, 53, 61 T4TG pp. 88, 97, 109 T5TG pp. 115, 149 T6TG pp. 53, 78, 131, 143, 155, 157 T7TG pp. 87, 155 T8TG pp. 34, 155
c. Identifies and describes feelings of others.	T1TG pp. 120, 121, 136, 155 T2TG p. 53 T3TG p. 102
d. Expresses empathy for others.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155

Concept 3: Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.

a. Understands and follows expectations in the learning environment.	T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
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b. Manages transitions, daily routines and unexpected events.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T5TG pp. 107, 112 T6TG p. 147 T8TG pp. 33, 53, 155
c. Modifies behavior for various situations and settings.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
d. Chooses appropriate words and actions.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
STRAND 2: RELATIONSHIPS	
Concept 1: Attachment: The child demonstrates the ability to engage in and maintain healthy relationships.	
a. Expresses affection for familiar adults.	T4TG p. 53
b. Seeks security and support from familiar adults.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T4TG p. 53 T5TG pp. 85, 129 T7TG p. 87
d. Separates from familiar adult with minimal distress.	T1TG p. 26
Concept 2: Social Interactions: The child displays socially competent behavior.	
a. Responds when adults or other children initiate interactions.	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
b. Initiates and sustains positive interactions with adults and other children.	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
c. Demonstrates positive ways to resolve conflict.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120, 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
Concept 3: Respect: The child acknowledges the rights and property of self and others.	
a. Respects the rights and property of others.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
b. Defends own rights and the rights of others.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
c. Shows respect for learning materials in the learning environment.	T7TG pp. 139, 157 T8TG pp. 111, 117

APPROACHES TO LEARNING**STRAND 1: INITIATIVE AND CURIOSITY****Concept 1: Initiative: The child demonstrates self-direction while participating in a range of activities and routines.**

a. Seeks interaction with others.

T1TG pp. 114, 135
T5TG pp. 79, 95
T7TG p. 87

b. Develops independence during activities, routines and play.

T1TG pp. 39, 119
T4TG p. 79
T5TG pp. 40, 51, 121
T6TG p. 51
T7TG p. 121

c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.

T3TG pp. 78, 148
T5TG p. 108

Concept 2: Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

a. Shows interest in learning new things and trying new experiences.

T1TG pp. 61, 62
T5TG p. 78
T7TG p. 110
T8TG p. 112

b. Expresses interest in people.

T1TG pp. 46, 61, 96, 112, 121, 129, 130, 135, 136, 146, 153, 154, 155
T2TG p. 53
T3TG pp. 53, 121, 131, 133, 153, 155
T5TG pp. 33, 85, 87
T7TG pp. 87, 155
T8TG pp. 153, 155

c. Asks questions to get information.

T1TG p. 75
T2TG p. 141
T3TG p. 39
T4TG pp. 61, 107, 130
T5TG p. 28
T6TG pp. 44, 74
T7TG pp. 61, 62, 73, 81, 86, 87, 108
T8TG p. 144

STRAND 2: ATTENTIVENESS AND PERSISTENCE**Concept 1: Attentiveness: The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.**

a. Displays ability to hold attention when engaged in an activity.

T1TG p. 44
T5TG pp. 139, 145

b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.

T1TG pp. 41, 47, 53, 63, 69, 75, 81
T2TG pp. 61, 73, 79, 148
T3TG pp. 108, 150
T4TG pp. 46, 53
T5TG pp. 88, 138
T6TG p. 147
T8TG pp. 53, 96

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c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	T1TG pp. 41, 47, 53, 63, 69, 75, 81 T2TG pp. 61, 73, 79, 148 T3TG pp. 108, 150 T4TG pp. 46, 53 T5TG pp. 88, 138 T6TG p. 147 T8TG pp. 53, 96
Concept 2: Persistence: The child demonstrates the ability to maintain and sustain a challenging task.	
a. Pursues challenges.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
b. Copes with frustration or disappointment with support.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
c. Establishes goals, generates plans and follows through to completion.	T1TG p. 44 T5TG pp. 133, 139, 145 T8TG p. 53
STRAND 3: CONFIDENCE	
Concept 1: Confidence: The child demonstrates self-assurance in a variety of circumstances.	
a. Expresses opinions or ideas.	T1TG pp. 28, 62, 86, 99, 123 T2TG pp. 45, 86, 120, 121, 157 T3TG pp. 52, 89 T4TG pp. 70, 88, 130 T5TG p. 133 T6TG pp. 51, 52, 53, 87, 89, 154, 155 T7TG pp. 87, 155 T8TG pp. 52, 86, 98, 102, 155
b. Views self as competent and skilled.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129
c. Is willing to take risks and consider a variety of alternatives.	T1TG pp. 39, 61, 62, 119 T5TG pp. 51, 78 T6TG p. 51 T7TG p. 110 T8TG p. 112
STRAND 4: CREATIVITY	
Concept 1: Creativity: The child demonstrates the ability to express their own unique way of seeing the world.	
a. Uses imagination to generate new ideas.	T3TG pp. 78, 148 T5TG p. 108
b. Appreciates humor.	T3TG pp. 78, 148 T5TG p. 108
c. Engages in inventive social play.	T1TG pp. 44, 135, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101, 132, 138, 153

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STRAND 5: REASONING AND PROBLEM-SOLVING	
Concept 1: Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.	
a. Gathers information and reaches a conclusion.	T1TG pp. 122, 136, 156 T2TG pp. 64, 70, 71, 76, 88, 98, 102, 104, 110, 120, 150, 154 T4TG p. 143 T5TG pp. 30, 37, 46, 48, 54, 64, 76, 82, 83, 88, 98, 99, 109, 130, 136, 137, 146 T6TG pp. 34, 36, 37, 42, 43, 48, 54, 55, 61, 63, 68, 71, 74, 75, 82, 114, 120, 122, 132, 136, 138, 151, 154, 157 T7TG pp. 30, 36, 42, 46, 49, 52, 62, 64, 67, 68, 70, 75, 88, 108, 109, 114, 133, 148 T8TG pp. 34, 42, 48, 49, 54, 64, 70, 71, 76, 77, 83, 88, 98, 102, 117, 136, 144, 151
b. Recognizes relationships between cause and effect.	T1TG p. 103 T3TG p. 96 T4TG pp. 96, 114, 120, 154 T5TG pp. 52, 108, 142 T6TG pp. 114, 153 T7TG pp. 80, 107, 120, 129 T8TG p. 34
c. Uses prior knowledge to build new knowledge and skills.	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130
Concept 2: Problem-solving: The child demonstrates the ability to seek solutions to problems.	
a. Recognizes problems.	T2TG pp. 30, 48, 76, 98, 150 T3TG p. 156 T5TG pp. 133, 139, 145 T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 70, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 123, 145 T7TG pp. 48, 49 T8TG pp. 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 77, 78, 82, 83, 88, 89, 98, 99, 104, 105, 123
b. Seeks adult assistance when support is required.	T2TG pp. 30, 98 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83 T8TG pp. 36, 42, 43, 54, 82
c. Tries to solve problems.	T1TG p. 130 T2TG pp. 48, 76 T5TG pp. 29, 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83, 87, 145, 155 T7TG pp. 48, 49, 155 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82, 132
d. Works to solve a problem independently.	T1TG p. 133 T6TG pp. 105, 121, 145

LANGUAGE AND LITERACY**STRAND 1: LANGUAGE****Concept 1: Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.**

a. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.

T1TG pp. 33, 46, 80, 101, 103, 114, 116, 137, 148, 154
 T2TG pp. 46, 80, 114, 148
 T3TG pp. 33, 40, 46, 61, 74, 79, 114
 T4TG pp. 40, 46, 74, 80, 85, 114, 120, 132, 137, 138, 142, 144, 148, 149, 153, 156
 T5TG pp. 31, 46, 52, 54, 80, 81, 86, 96, 114, 131, 148, 154
 T6TG pp. 51, 80, 86, 88, 98, 104, 114, 120, 129, 141, 148, 153, 154
 T7TG pp. 28, 35, 46, 52, 69, 80, 81, 103, 114, 120, 148
 T8TG pp. 42, 46, 64, 65, 70, 71, 76, 80, 88, 114, 119, 135, 138, 147, 148

b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.

T1TG pp. 33, 46, 80, 101, 103, 114, 116, 137, 148, 154
 T2TG pp. 46, 80, 114, 148
 T3TG pp. 33, 40, 46, 61, 74, 79, 114
 T4TG pp. 40, 46, 74, 80, 85, 114, 120, 132, 137, 138, 142, 144, 148, 149, 153, 156
 T5TG pp. 31, 46, 52, 54, 80, 81, 86, 96, 114, 131, 148, 154
 T6TG pp. 51, 80, 86, 88, 98, 104, 114, 120, 129, 141, 148, 153, 154
 T7TG pp. 28, 35, 46, 52, 69, 80, 81, 103, 114, 120, 148
 T8TG pp. 42, 46, 64, 65, 70, 71, 76, 80, 88, 114, 119, 135, 138, 147, 148

c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.

T1TG pp. 27, 33, 39, 45, 68, 74, 86, 99, 117, 123, 132, 133, 139, 145, 146, 150, 151, 156, 157
 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 151, 157
 T3TG pp. 31, 45, 51, 65, 99, 113, 133, 156
 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138
 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147
 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145
 T7TG pp. 31, 49, 53, 54, 65, 99, 141
 T8TG pp. 31, 33, 51, 55, 65, 89

Concept 2: Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.

a. Communicates needs, wants, ideas, and feelings through three to five word sentences.

T1TG pp. 28, 51, 62, 86, 99, 102, 123, 157
 T2TG pp. 45, 86, 120, 121, 155, 157
 T3TG pp. 27, 52, 53, 61, 89
 T4TG pp. 70, 97, 109, 130
 T5TG pp. 115, 133, 149
 T6TG pp. 51, 52, 78, 87, 89, 131, 143, 154, 155, 157
 T7TG pp. 27, 52, 55, 87, 155
 T8TG pp. 34, 52, 86, 98, 102, 155

b. Speaks clearly and understandably to express ideas, feelings and needs.

T1TG pp. 29, 35, 108
 T2TG pp. 108, 123, 157
 T3TG pp. 89, 114, 123, 157
 T4TG pp. 55, 89, 123
 T5TG p. 142
 T6TG pp. 55, 86, 89, 108, 123, 157
 T7TG pp. 40, 89, 157

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<p>c. Makes relevant responses to questions and comments from others.</p>	<p>T2TG p. 142 T3TG p. 40 T4TG pp. 40, 62, 129 T6TG pp. 54, 61, 86 T7TG p. 46</p>
<p>d. Initiates, sustains, and expands conversations with peers and adults.</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 97, 98, 104, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 40, 46, 86, 102, 108, 130, 135, 142 T4TG pp. 28, 33, 40, 45, 46, 62, 86, 95, 96, 102, 114, 130, 135, 136, 142 T5TG pp. 33, 45, 62, 80, 120, 130 T6TG pp. 33, 54, 61, 86, 129, 135, 142, 147 T7TG pp. 40, 62, 74, 85, 98, 119, 137, 154, 156 T8TG pp. 28, 62, 74, 89, 96, 108, 114, 129, 130, 142, 145</p>
<p>e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.</p>	<p>T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157</p>
<p>f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p>	<p>T1TG p. 61 T2TG p. 148 T3TG pp. 28, 96, 148 T4TG p. 80 T5TG pp. 96, 148 T6TG pp. 28, 46, 62, 79, 80</p>
<p>g. Recognizes when the listener does not understand and uses techniques to clarify the message.</p>	<p>T1TG pp. 33, 39, 51, 67, 68, 73, 85, 107, 113, 119, 141, 147, 153 T2TG pp. 39, 45, 51, 73, 79, 85, 95, 101, 107, 113, 119, 120, 129, 141, 147, 153, 154 T3TG pp. 33, 39, 45, 51, 73, 79, 85, 107, 113, 119, 141, 147, 153 T4TG pp. 27, 34, 39, 45, 51, 52, 61, 68, 73, 79, 85, 97, 107, 113, 119, 131, 141, 147, 153, 155 T5TG pp. 39, 45, 51, 73, 79, 80, 85, 107, 113, 119, 141, 147, 153 T6TG pp. 27, 39, 40, 45, 51, 73, 79, 85, 107, 113, 119, 130, 141, 147, 153 T7TG pp. 39, 45, 47, 51, 53, 73, 79, 85, 107, 113, 119, 141, 145, 147, 153 T8TG pp. 39, 45, 51, 73, 79, 85, 96, 107, 113, 119, 141, 147, 153</p>
<p>h. With modeling and support, uses increasingly complex phrases and sentences.</p>	<p>T3TG pp. 81, 96, 108, 114, 148, 154 T4TG pp. 74, 80, 142 T5TG p. 108 T7TG pp. 88, 130</p>

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Concept 3: Vocabulary: The child understands and uses increasingly complex vocabulary.	
<p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.</p>	<p>T1TG pp. 27, 40, 103, 108, 142, 143, 144 T2TG pp. 40, 41, 68, 74, 81, 102, 108, 115, 130, 136, 150 T3TG pp. 35, 69, 74, 75, 76, 98, 99, 103, 104, 105, 110, 111, 123, 132, 137, 138, 143, 144, 150, 151, 156, 157 T4TG pp. 28, 35, 46, 69, 74, 75, 81, 142 T5TG pp. 30, 35, 36, 40, 42, 52, 65, 68, 69, 70, 74, 76, 97, 102, 103, 108, 123, 131 T6TG pp. 41, 63, 74, 149 T7TG pp. 40, 45, 68, 82, 98, 104, 111, 122, 130, 144 T8TG pp. 40, 41, 47, 48, 49, 54, 75, 82, 83, 107, 108, 109, 115, 122, 142, 143, 144</p>
<p>b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.</p>	<p>T1TG pp. 28, 96, 98, 149 T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104</p>
<p>c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.</p>	<p>T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104</p>
<p>d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<p>T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144</p>
STRAND 2: EMERGENT LITERACY	
Concept 1: Concepts of Print: The child knows that print carries messages.	
<p>a. Identifies signs, symbols and labels in the environment.</p>	<p>T1TG p. 129 T7TG pp. 73, 153</p>
<p>b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</p>	<p>T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157</p>
<p>c. Recognizes that letters are grouped to form words.</p>	<p>T1TG pp. 35, 117, 137, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 117, 151 T4TG pp. 49, 83, 111, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151</p>
<p>d. Recognizes own written name and the written names of friends and family.</p>	<p>T1TG pp. 47, 69, 75, 81, 115</p>
<p>e. Seeks information in printed materials.</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149</p>

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Concept 2: Book Handling Skills: The child demonstrates how to handle books appropriately and with care.	
<p>a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.</p>	<p>T1TG pp. 109, 117, 123, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 109, 117, 143, 151, 157 T4TG pp. 41, 75, 83 T6TG pp. 41, 47, 55, 83, 89, 151, 157 T7TG pp. 41, 49, 55, 75, 109, 151 T8TG pp. 49, 55, 83, 89</p>
<p>b. Identifies where in the book to begin reading.</p>	<p>T1TG pp. 117, 123, 151 T2TG p. 49 T4TG p. 83 T6TG pp. 47, 55, 83, 89, 151, 157</p>
<p>c. Understands a book has a title, author and/or illustrator.</p>	<p>T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34</p>
Concept 3: Phonological Awareness: The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).	
<p>a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).</p>	<p>T1TG pp. 97, 105, 113, 123 T2TG pp. 43, 77, 111, 145 T3TG pp. 29, 37, 39, 41, 43, 45, 55, 73, 77, 79, 111, 145 T4TG pp. 43, 69, 77, 103, 111, 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 35, 43, 67, 69, 77, 103, 111, 137, 139, 145, 157 T7TG pp. 35, 37, 43, 51, 69, 77, 85, 111, 137 T8TG pp. 47, 81, 89</p>
<p>b. With modeling and support, identifies rhyming words.</p>	<p>T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 115, 139, 145 T3TG pp. 43, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 145, 147, T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131</p>
<p>c. With modeling and support, produces rhyming words.</p>	<p>T2TG pp. 143, 157 T3TG p. 47 T4TG pp. 47, 115 T5TG pp. 47, 81, 115 T6TG pp. 105, 109, 121 T7TG pp. 34, 71, 75, 89 T8TG p. 63</p>
<p>d. With modeling and support, recognizes spoken words that begin with the same sound.</p>	<p>T1TG pp. 111, 145 T2TG pp. 43, 77, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89</p>
<p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p>	<p>T1TG pp. 139, 143, 157 T2TG pp. 37, 41</p>

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f. With modeling and support, identifies and discriminates syllables in words.	T1TG pp. 30, 36, 42 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.	T3TG pp. 105, 109, 123 T4TG pp. 37, 41, 55, 73, 109, 123
h. With modeling and support, repeats words and identifies the common final sound.	T7TG pp. 139, 145, 157 T8TG pp. 115, 123, 149, 157
Concept 4: Alphabet Knowledge: The child demonstrates knowledge of the alphabet.	
a. Discriminates letters from other shapes and symbols.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 49, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 81, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
b. Matches and recognizes similarities and differences in letters, with modeling and support.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
c. Recognizes as many as 10 letters, especially those in own name, family and friends.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157

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<p>d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.</p>	<p>T1TG pp. 103, 107, 111, 137, 149 T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157 T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157 T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149 T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139 T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149 T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149 T8TG pp. 39, 101, 129</p>
<p>Concept 5: Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.</p>	
<p>a. Takes an active role in reading activities.</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149</p>
<p>b. With prompting and support, identifies characters and major events in a story.</p>	<p>T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143 T8TG pp. 28, 52, 75</p>
<p>c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.</p>	<p>T1TG pp. 96, 130 T2TG pp. 34, 35, 47, 68, 96, 103, 109, 130, 137, 143 T3TG pp. 28, 35, 41, 62, 69, 75, 109, 121, 130 T4TG pp. 28, 35, 68, 96, 103, 109, 120 T5TG pp. 49, 68, 98, 157 T6TG pp. 28, 35, 41, 52, 62, 81, 103, 137, 143 T7TG pp. 68, 81, 115 T8TG pp. 41, 52, 62, 68, 86, 96, 109, 130</p>
<p>d. With prompting and support, draws connections between story events and personal experiences.</p>	<p>T1TG pp. 28, 34, 52 T3TG pp. 81, 83 T5TG pp. 121, 149 T6TG pp. 123, 143 T7TG p. 121</p>
<p>e. With prompting and support, identifies events and details in the story and makes predictions.</p>	<p>T1TG pp. 96, 104, 130 T2TG pp. 34, 35, 47, 68, 96, 103, 109, 130, 137, 143 T3TG pp. 28, 34, 35, 41, 62, 69, 75, 83, 109, 117, 121, 130 T4TG pp. 28, 35, 49, 64, 68, 83, 96, 103, 109, 117, 120 T5TG pp. 28, 49, 68, 83, 98, 109, 114, 117, 151, 157 T6TG pp. 28, 35, 41, 52, 62, 81, 83, 96, 103, 114, 117, 137, 143 T7TG pp. 28, 68, 81, 115, 117, 151 T8TG pp. 28, 41, 52, 62, 68, 83, 86, 96, 98, 109, 114, 117, 130, 151</p>

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<p>f. With prompting and support, gives an opinion for liking or disliking a book or story.</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149</p>
<p>g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.</p>	<p>T1TG p. 62 T3TG p. 83 T4TG pp. 49, 55, 83, 89, 102, 117, 136, 151, 157 T5TG p. 136 T6TG pp. 47, 68</p>
<p>h. With modeling and support, identifies the topic of informational text that has been read aloud.</p>	<p>T1TG pp. 62, 68, 102, 136 T2TG pp. 68, 102, 130, 136, 151, 157 T3TG pp. 68, 87, 102, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136 T5TG pp. 55, 68, 102, 136 T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156 T7TG pp. 34, 68, 83, 89, 102, 130, 136 T8TG pp. 49, 55, 68, 102, 123, 136</p>
<p>i. With modeling and support, retells or reenacts a story in sequence with pictures or props.</p>	<p>T1TG pp. 52, 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83, 119 T7TG pp. 41, 55, 109, 143, 146, 149, 157 T8TG pp. 34, 41, 75, 81, 89, 109, 115, 143, 149, 157</p>
<p>j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.</p>	<p>T1TG pp. 117, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 83, 117, 151 T4TG pp. 49, 83, 117, 151 T5TG pp. 49, 83, 117, 151 T6TG pp. 49, 83, 117, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151</p>
STRAND 3: EMERGENT WRITING	
Concept 1: Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.	
<p>Early Writing: a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.</p>	<p>T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145</p>
<p>Writing Processes: b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.</p>	<p>T1TG pp. 96, 99, 102, 133 T2TG pp. 31, 65, 99, 133 T3TG pp. 31, 65, 99, 112 T4TG pp. 31, 65, 71, 77, 99, 112, 133 T5TG pp. 65, 99, 133 T6TG pp. 65, 99, 133 T7TG pp. 31, 65, 99, 133, 150 T8TG pp. 31, 43, 65, 77, 99, 111, 133, 145</p>

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<p>Writing Applications: c. Dictates to and shares thoughts, ideas, and stories with adults.</p>	<p>T1TG pp. 96, 99, 102, 133 T2TG pp. 31, 65, 99, 133 T3TG pp. 31, 65, 99 T4TG pp. 31, 65, 71, 77, 99, 133 T5TG pp. 65, 99, 133 T6TG pp. 65, 99, 133 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 43, 65, 77, 99, 111, 133, 145</p>
<p>d. Writes own name using letter-like forms or conventional print.</p>	<p>T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133</p>
<p>e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.</p>	<p>T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86</p>
<p>f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).</p>	<p>T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145</p>
<p>g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.</p>	<p>T1TG pp. 35, 117, 137, 143, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 75, 83, 89, 109, 117, 123, 151 T4TG pp. 49, 83, 111, 143, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 123, 151 T8TG pp. 49, 83, 117, 151</p>

MATHEMATICS

STRAND 1: COUNTING AND CARDINALITY

Concept 1: Counts Out Loud: The child counts out loud and uses number words in daily conversations.

<p>a. Shows interest in and awareness of counting.</p>	<p>T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138</p>
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b. Counts out loud to 10.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138
Concept 2: Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.	
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	<i>This objective happens daily in Learning Centers and daily calendar routines.</i>
b. Uses and creates symbols to represent numbers.	T4TG pp. 30, 31, 36, 37, 42, 71, 76, 77, 99, 104, 105, 111, 116, 117, 122, 139, 145, 151 T5TG p. 150 T6TG pp. 77, 83, 145 T7TG pp. 48, 49
c. Identifies numerals one to 10.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
Concept 3: Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.	
a. Counts groups of objects using one-to-one correspondence (one object for each number word).	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	T1TG pp. 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150 T3TG p. 39 T4TG pp. 37, 42 T5TG p. 151 T6TG pp. 88, 105, 111, 116, 132, 144, 145, 150, 151, 156 T7TG pp. 117, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 70, 71, 76, 88, 98, 123, 138, 139, 143

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<p>c. Matches numerals to quantities they represent using physical models and representations.</p>	<p>T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 37, 49, 54, 55, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138 T3TG pp. 116, 117, 145 T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138 T5TG pp. 98, 144, 150, 157 T6TG pp. 64, 65, 70, 76, 77, 82, 89, 98, 99, 105, 116, 117, 122, 132, 133, 144, 145, 150, 151, 156 T7TG pp. 48, 49, 98, 110, 116, 156 T8TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 105, 109, 110, 111, 116, 123, 138, 139, 156, 157</p>
<p>d. Identifies quantity of three-five objects without counting (subitize).</p>	<p>T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150</p>
<p>Concept 4: Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.</p>	
<p>a. Compares two sets of objects using terms such as more, fewer, or the same.</p>	<p>T2TG pp. 30, 36, 42, 54, 77, 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG pp. 48, 82 T5TG p. 150 T6TG pp. 139, 150, 151, 157 T8TG pp. 109, 143</p>
<p>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</p>	
<p>Concept 1: Explores Addition and Subtraction: The child combines and separates groups of objects and names how many.</p>	
<p>a. Demonstrates an understanding that adding increases the number of objects in a group.</p>	<p>T6TG pp. 36, 42, 55, 64, 88, 98, 99, 104, 105, 110, 111, 123, 144 T8TG pp. 122, 151, 156</p>
<p>b. Describes changes in two or more sets of objects when they are combined.</p>	<p>T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157</p>
<p>c. Demonstrates an understanding that taking away decreases the number of objects in a group.</p>	<p>T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157</p>
<p>d. Describes changes in a set of objects when they are separated into parts.</p>	<p>T1TG pp. 102, 114</p>
<p>Concept 2: Patterning: The child recognizes, copies, extends, describes and creates patterns.</p>	
<p>a. Recognizes patterns in the real world.</p>	<p>T1TG pp. 48, 54, 64, 70, 88, 98, 99, 104, 105, 110, 111, 116, 122, 132, 138, 139, 144, 145, 150, 151, 156, 157 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 113, 116, 117 T7TG pp. 45, 46, 47, 82 T8TG pp. 132, 133</p>

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b. Copies simple patterns.	T1TG pp. 54, 64, 70, 99, 105, 110, 116, 122, 123, 138, 139, 150, 151, 157 T2TG p. 49 T3TG pp. 48, 49 T5TG pp. 116, 117
c. Extends simple patterns.	T1TG pp. 98, 104, 117, 132, 138, 144, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 116, 117 T7TG p. 82 T8TG pp. 132, 133
d. Creates simple patterns.	T1TG pp. 64, 70, 88, 104, 110, 111, 113, 116, 117, 123, 132, 133, 144, 145, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133
e. Describes similarities and differences in patterns.	T1TG pp. 48, 54, 64, 70, 88, 98, 105, 110, 111, 116, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 116, 117 T7TG p. 82 T8TG pp. 132, 133
STRAND 3: MEASUREMENT AND DATA	
Concept 1: Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.	
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	T1TG pp. 76, 82, 111, 123, 139 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
b. Explains how items were sorted into groups.	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 123 T3TG pp. 31, 37, 43, 82, 83 T5TG pp. 31, 65, 105, 111 T8TG pp. 132, 144
Concept 2: Data Analysis: The child collects, organizes, displays, and describes relevant data.	
a. Asks questions to gather information.	T4TG p. 130 T7TG p. 108
b. Displays data to answer simple questions about themselves or the environment.	T3TG pp. 98, 110 T7TG pp. 116, 117, 120
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	T7TG pp. 102, 116, 117, 120 T8TG p. 80
d. Uses charts and graphs to analyze information or answer questions.	T7TG pp. 102, 116, 117, 120 T8TG p. 80

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Concept 3: Measures: The child uses measurement to describe and compare objects in the environment.	
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	T3TG pp. 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
c. Uses various standard measuring tools for simple measuring tasks.	T3TG pp. 110
d. Orders objects by measurable attributes.	T1TG pp. 76, 82, 111, 123, 139 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	T4TG p. 121 T6TG p. 53
STRAND 4: GEOMETRY	
Concept 1: Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.	
a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144
b. Describes the position or location of objects in relation to self or to other objects.	T5TG p. 141 T8TG p. 135
Concept 2: Shapes: The child recognizes names and describes common shapes and their properties.	
a. Recognizes basic two-dimensional shapes.	T3TG pp. 41, 47 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
b. Uses the names of geometric shapes when describing objects found in the environment.	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
c. Creates two- and three-dimensional shapes during play.	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110
d. Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.	T3TG p. 41 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145

SCIENCE**STRAND 1: INQUIRY AND APPLICATION****Concept 1: Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.**

a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.	T1TG p. 78 T2TG pp. 112, 113, 114, 119 T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 101, 102, 108, 114, 130, 148
b. Identifies attributes of objects, living things, and natural events in the environment.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 113, 119 T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86, 97, 99, 102, 108, 109, 120 T7TG pp. 27, 45, 46, 47
c. Describes changes in objects, living things, and the natural events in the environment.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 147, 148, 154 T7TG pp. 27, 147
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130

Concept 2: Investigation: The child tests predictions through exploration and experimentation.

a. Uses a variety of tools and materials to investigate.	T5TG p. 102 T7TG pp. 51, 67
b. Makes predictions and checks them through hands-on investigation with adult support.	T5TG pp. 101, 120 T6TG pp. 96, 114 T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154
c. Adjusts the experiment if results are different than expected and continues testing.	T7TG pp. 80, 93, 102, 114, 148
d. Persists with an investigation.	T7TG pp. 59, 80, 93, 96, 102, 107, 114, 120, 127, 136, 148, 154

Concept 3: Analysis and Conclusion: The child forms conclusions about observations and experimentations.

a. Uses a variety of materials to record and organize data.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142, 148
b. Identifies cause and effect relationships.	T6TG pp. 114, 153 T7TG pp. 80, 107, 120
c. Constructs explanation about investigations.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148

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Concept 4: Communication: The child discusses and reflects upon the scientific investigation and its findings.	
a. Displays and interprets data.	T5TG pp. 36, 42, 62, 70, 76, 88, 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120, 153 T7TG pp. 68, 80, 96, 101, 102, 113, 116, 117, 120, 133, 142 T8TG p. 80
b. Presents their scientific ideas in a variety of ways.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148
c. Conducts further investigation based on prior experience and information gained.	T7TG pp. 80, 93, 96, 102, 107, 114, 120, 136, 148
SOCIAL STUDIES	
STRAND 1: FAMILY	
Concept 1: Understands Family: The child demonstrates an understanding of families and the roles and responsibilities of being a family member.	
a. Views self as a member of the family unit.	T2TG pp. 62, 68, 74, 80, 96
b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.	T2TG pp. 68, 74, 86 T6TG p. 53
c. Describes/discusses own family's cultural or family traditions.	T3TG pp. 130, 136
d. Identifies similarities and differences in their family composition and the families of others.	T2TG pp. 62, 68, 74, 80, 86
e. Develops an awareness of their personal & family history.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
f. Shows knowledge of family members' roles and responsibilities in the home.	T2TG pp. 68, 74, 86 T6TG p. 53
STRAND 2: COMMUNITY	
Concept 1: Understands Community: The child recognizes that he/she lives in a place with many people and that there are people and events in other places.	
a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	T2TG p. 5 T3TG pp. 130, 131, 153, 154, 155 T7TG p. 143
b. Identifies, discusses and asks questions about similarities and differences in other people in their community.	T1TG pp. 63, 136 T2TG p. 34
c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.	T2TG p. 5 T3TG pp. 62, 68, 79, 86, 87, 108, 130, 153, 154, 155 T7TG p. 143 T8TG p. 153
Concept 2: Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.	
a. Demonstrates responsible behaviors.	T1TG pp. 27, 28, 33, 34, 46, 74, 96, 102, 108, 114, 120 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33

Arizona Early Learning Standards	<i>DIG: Develop. Inspire. Grow.™</i>
b. Shows an understanding of how to care for the environment.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
d. Seeks opportunities for leadership.	T1TG p. 78 T8TG pp. 103, 131, 137
e. Describes the purpose of rules.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
f. Recognizes that people have wants and must make choices because resources and materials are limited.	T4TG pp. 109, 115 T8TG pp. 130, 135, 136, 142, 146, 147, 148, 154
g. Describes their role at home, at school, and in the community.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
Concept 3: Geography: The child demonstrates an awareness of locations within and around their community.	
a. Uses words to describe directionality and/or location within the community.	T3TG p. 31 T8TG p. 113
b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.	T3TG p. 40 T8TG p. 101
STRAND 3: HISTORICAL THINKING	
Concept 1: Understands Time – Past, Present and Future: The child demonstrates an awareness of time and sequence of events in their daily lives.	
a. Demonstrates an understanding of time in the context of daily experiences.	T4TG p. 121 T6TG p. 53
b. Understands that events happened in the past and how these events relate to one’s self, family and community.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
PHYSICAL DEVELOPMENT, HEALTH AND SAFETY	
STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT	
Concept 1: Gross Motor Development: The child moves with balance, control and coordination.	
a. Moves with balance.	T1TG pp. 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	T1TG pp. 44, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 85 T4TG pp. 46, 78, 104, 110, 116, 122 T6TG pp. 73, 147 T7TG pp. 39, 61
c. Moves with coordination.	T1TG pp. 54, 64, 116, 150, 151 T2TG pp. 30, 36, 44, 54, 61, 67, 75, 82, 85, 88, 107, 129 T3TG p. 101 T4TG p. 27 T5TG pp. 27, 61 T6TG pp. 120, 146, 154 T7TG pp. 79, 110, 135 T8TG p. 73

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d. Demonstrates spatial awareness in physical activity.	T1TG p. 51 T3TG p. 87 T8TG p. 119
Concept 2: Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.	
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	T2TG pp. 145, 157 T3TG pp. 65, 111 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 71, 77, 105, 111, 139, 145 T6TG p. 146 T8TG pp. 37, 71, 105, 139
b. Uses eye-hand coordination to perform simple tasks.	T1TG pp. 138, 144
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	T1TG p. 144 T3TG p. 116 T7TG pp. 31, 65, 145
d. Uses fine motor skills in daily living.	T1TG pp. 143, 155 T3TG pp. 110, 122, 123 T5TG pp. 139, 145 T7TG p. 37
STRAND 2: HEALTH	
Concept 1: Personal Health and Hygiene Practices: Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.	
a. Demonstrates hygiene practices.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
b. Demonstrates healthy practices: 1. Nutrition 2. Physical activity and rest	T4TG pp. 28, 33, 34, 40, 46, 52, 62, 65, 68, 79, 80, 86, 119, 121 T6TG p. 95
c. Awareness of the functions of body parts.	T1TG p. 46 T4TG pp. 68, 73, 108, 120
STRAND 3: SAFETY	
Concept 1: Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.	
a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 120, 121, 130, 135, 136, 142, 146, 147, 148, 154, 155 T5TG p. 87 T7TG p. 53 T8TG p. 87
b. Demonstrates transportation and street safety practices.	T1TG pp. 62, 67, 68, 87 T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154 T8TG pp. 87, 121
c. Enforces personal boundaries (safety, self-advocacy and boundary awareness).	T1TG p. 51 T3TG pp. 44, 80 T4TG p. 113
d. Knows personal information.	T2TG pp. 75, 136 T3TG p. 113
e. Demonstrates emergency safety practices.	T1TG p. 68 T3TG pp. 85, 87
f. Identifies how adults help to keep us safe.	T1TG pp. 26, 28, 34, 40, 52, 78, 130, 136 T4TG p. 53 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121

FINE ARTS

STRAND 1: VISUAL ARTS

Concept 1: Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.

a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).

T4TG p. 146
T5TG pp. 133, 139, 145
T6TG p. 112
T7TG p. 44

b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.

T3TG pp. 46, 78, 112, 148
T4TG p. 44
T6TG p. 44
T7TG p. 78

c. Creates art in two and three dimensions.

T3TG pp. 46, 78, 112, 146
T5TG pp. 133, 139, 145
T6TG p. 112
T8TG p. 112

d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.

T5TG pp. 44, 156
T8TG p. 78

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and music to explore and create.

a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.

T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 109, 131, 137
T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137
T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137
T4TG pp. 29, 63, 69, 97, 103, 131
T5TG pp. 29, 35, 63, 69, 97, 103, 121, 131, 137, 155
T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137
T7TG pp. 29, 35, 63, 69, 97, 103, 109, 121, 131, 137
T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

b. Sings and moves to familiar rhymes, songs, and chants.

T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153
T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155
T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153
T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153
T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153
T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155
T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153
T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155

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c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.	T1TG pp. 80, 86, 154 T2TG pp. 44, 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T5TG p. 129 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154, 155
d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131
e. Uses creative movement and dance to interpret the mood of various types of music and stories.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
STRAND 3: DRAMA	
Concept 1: Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.	
a. Assumes roles from daily activities using a variety of props.	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
b. Takes on more than one dramatic play role at a time.	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
c. Pretends an object exists without using a prop.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
d. Dramatizes familiar stories.	T1TG p. 52 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149
e. Adds details and new elements to dramatic play situations.	T1TG p. 114 T5TG p. 155



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