



Indiana Early Learning Foundations

Correlation



DIG: Develop. Inspire. Grow.™

Correlated to the

Indiana Early Learning Foundations

Prepared by:



ENGLISH/LANGUAGE ARTS FOUNDATIONS**English/Language Arts Foundation 1: Communication Process***Early learners develop foundational skills to communicate effectively for a variety of purposes.***ELA1.1: Demonstrate receptive communication****Younger Preschool**

Demonstrate continual growth in understanding increasingly complex and varied vocabulary

T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 73, 74, 79, 80, 85, 95, 101, 107, 113, 114, 119, 129, 135, 141, 143, 147, 148, 153, 154, 155
 T2TG pp. 27, 33, 34, 39, 40, 45, 51, 52, 69, 74, 86, 95, 101, 102, 107, 108, 109, 113, 119, 120, 123, 129, 135, 136, 137, 141, 142, 143, 146, 147, 153, 157
 T3TG pp. 33, 34, 39, 40, 45, 46, 51, 52, 61, 62, 67, 68, 69, 73, 95, 101, 107, 113, 115, 119, 120, 121, 129, 130, 135, 136, 141, 147, 153, 154
 T4TG pp. 27, 33, 39, 41, 45, 51, 52, 61, 62, 67, 68, 69, 73, 79, 85, 86, 95, 101, 102, 107, 108, 113, 114, 119, 129, 130, 135, 136, 141, 147, 153
 T5TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 120, 129, 135, 141, 142, 147, 153
 T6TG pp. 27, 33, 39, 40, 45, 46, 51, 52, 55, 61, 67, 73, 79, 80, 81, 85, 86, 89, 95, 96, 101, 107, 113, 119, 120, 123, 129, 135, 136, 141, 142, 147, 153, 157
 T7TG pp. 27, 33, 39, 45, 46, 51, 61, 62, 67, 73, 74, 79, 85, 86, 89, 95, 101, 107, 113, 119, 129, 135, 141, 142, 147, 150, 153, 154, 157
 T8TG pp. 27, 33, 34, 39, 45, 46, 51, 53, 61, 67, 73, 74, 79, 85, 86, 95, 101, 102, 107, 113, 114, 119, 120, 121, 129, 135, 141, 142, 147, 148, 153, 154

Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)

T1TG pp. 36, 48, 61, 64, 70, 76, 82, 86, 96, 101, 104, 110, 112, 121, 129, 130, 136, 138, 146, 150, 153, 154, 155
 T2TG pp. 53, 131
 T3TG pp. 45, 53, 108, 109, 119, 121, 131, 133, 150, 153, 155
 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137
 T5TG pp. 28, 33, 39, 40, 46, 73, 75, 85, 87, 110, 131, 143, 150
 T6TG pp. 35, 45, 81, 88, 102, 148, 154
 T7TG pp. 27, 87, 114, 155
 T8TG pp. 31, 52, 54, 73, 76, 85, 155

Listen to and follow multi-step directions with adult support

T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157
 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157
 T3TG pp. 31, 45, 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, 54, 65, 99, 141
 T8TG pp. 31, 33, 55, 65, 89

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Older Preschool	
Demonstrate continual growth in understanding increasingly complex and varied vocabulary	<p>T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 73, 74, 79, 80, 85, 95, 101, 107, 113, 114, 119, 129, 135, 141, 143, 147, 148, 153, 154, 155</p> <p>T2TG pp. 27, 33, 34, 39, 40, 45, 51, 52, 69, 74, 86, 95, 101, 102, 107, 108, 109, 113, 119, 120, 123, 129, 135, 136, 137, 141, 142, 143, 146, 147, 153, 157</p> <p>T3TG pp. 33, 34, 39, 40, 45, 46, 51, 52, 61, 62, 67, 68, 69, 73, 95, 101, 107, 113, 115, 119, 120, 121, 129, 130, 135, 136, 141, 147, 153, 154</p> <p>T4TG pp. 27, 33, 39, 41, 45, 51, 52, 61, 62, 67, 68, 69, 73, 79, 85, 86, 95, 101, 102, 107, 108, 113, 114, 119, 129, 130, 135, 136, 141, 147, 153</p> <p>T5TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 120, 129, 135, 141, 142, 147, 153</p> <p>T6TG pp. 27, 33, 39, 40, 45, 46, 51, 52, 55, 61, 67, 73, 79, 80, 81, 85, 86, 89, 95, 96, 101, 107, 113, 119, 120, 123, 129, 135, 136, 141, 142, 147, 153, 157</p> <p>T7TG pp. 27, 33, 39, 45, 46, 51, 61, 62, 67, 73, 74, 79, 85, 86, 89, 95, 101, 107, 113, 119, 129, 135, 141, 142, 147, 150, 153, 154, 157</p> <p>T8TG pp. 27, 33, 34, 39, 45, 46, 51, 53, 61, 67, 73, 74, 79, 85, 86, 95, 101, 102, 107, 113, 114, 119, 120, 121, 129, 135, 141, 142, 147, 148, 153, 154</p>
Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	<p>T1TG pp. 36, 48, 61, 64, 70, 76, 82, 86, 96, 101, 104, 110, 112, 121, 129, 130, 136, 138, 146, 150, 153, 154, 155</p> <p>T2TG pp. 53, 131</p> <p>T3TG pp. 45, 53, 108, 109, 119, 121, 131, 133, 150, 153, 155</p> <p>T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137</p> <p>T5TG pp. 28, 33, 39, 40, 46, 73, 75, 85, 87, 110, 131, 143, 150</p> <p>T6TG pp. 35, 45, 81, 88, 102, 148, 154</p> <p>T7TG pp. 27, 87, 114, 155</p> <p>T8TG pp. 31, 52, 54, 73, 76, 85, 155</p>
Listen to and follow multi-step directions	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157</p> <p>T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157</p> <p>T3TG pp. 31, 45, 65, 99, 113, 133, 156</p> <p>T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138</p> <p>T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147</p> <p>T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145</p> <p>T7TG pp. 31, 49, 54, 65, 99, 141</p> <p>T8TG pp. 31, 33, 55, 65, 89</p>

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
ELA1.2: Demonstrate expressive communication	
Younger Preschool	
Demonstrate continual growth in increasingly varied and complex vocabulary	<p>T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 68, 73, 79, 85, 95, 101, 107, 113, 114, 119, 123, 129, 135, 141, 147, 148, 153, 155, 157</p> <p>T2TG pp. 34, 39, 40, 41, 45, 46, 51, 61, 67, 68, 73, 74, 79, 85, 86, 102, 109, 115, 120, 123, 136, 137, 142, 146, 147, 149, 154, 157</p> <p>T3TG pp. 34, 39, 45, 46, 51, 61, 67, 73, 74, 79, 80, 81, 85, 86, 89, 95, 101, 102, 107, 113, 119, 123, 129, 130, 135, 141, 142, 147, 148, 149, 153, 154, 157</p> <p>T4TG pp. 27, 33, 39, 45, 51, 55, 61, 62, 67, 68, 73, 79, 81, 85, 86, 89, 95, 101, 102, 107, 108, 113, 114, 119, 129, 135, 141, 142, 147, 153, 157</p> <p>T5TG pp. 27, 33, 39, 45, 51, 55, 61, 67, 73, 78, 79, 85, 86, 95, 101, 107, 108, 113, 119, 123, 129, 135, 141, 142, 147, 153, 154, 157</p> <p>T6TG pp. 27, 33, 39, 40, 45, 51, 52, 55, 61, 67, 73, 79, 80, 85, 89, 95, 96, 101, 107, 113, 119, 123, 129, 135, 136, 141, 142, 147, 153, 157</p> <p>T7TG pp. 27, 33, 39, 44, 45, 51, 52, 55, 61, 62, 67, 73, 74, 76, 79, 85, 86, 89, 95, 101, 107, 108, 113, 119, 120, 123, 129, 135, 141, 142, 147, 150, 153, 156, 157</p> <p>T8TG pp. 27, 33, 39, 45, 46, 51, 55, 61, 67, 73, 74, 79, 80, 85, 89, 95, 101, 102, 107, 113, 119, 123, 129, 135, 136, 141, 147, 153, 157</p>
Use complex gestures and actions to communicate	<p>T1TG pp. 28, 81, 87</p> <p>T4TG pp. 79, 85</p> <p>T5TG p. 47</p>
Use expanded sentences	<p>T3TG pp. 81, 108, 114, 148, 154</p> <p>T4TG pp. 74, 80</p> <p>T5TG p. 108</p> <p>T7TG p. 88</p>
Describe activities and experiences with detail	<p>T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155</p> <p>T2TG pp. 40, 53, 69, 87, 120</p> <p>T3TG pp. 30, 53, 121, 142</p> <p>T4TG p. 121</p> <p>T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, 142, 155, 156</p> <p>T6TG pp. 53, 74, 108, 120, 142, 143</p> <p>T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143</p> <p>T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148</p>

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Older Preschool	
Demonstrate continual growth in increasingly varied and complex vocabulary	<p>T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 68, 73, 79, 85, 95, 101, 107, 113, 114, 119, 123, 129, 135, 141, 147, 148, 153, 155, 157</p> <p>T2TG pp. 34, 39, 40, 41, 45, 46, 51, 61, 67, 68, 73, 74, 79, 85, 86, 102, 109, 115, 120, 123, 136, 137, 142, 146, 147, 149, 154, 157</p> <p>T3TG pp. 34, 39, 45, 46, 51, 61, 67, 73, 74, 79, 80, 81, 85, 86, 89, 95, 101, 102, 107, 113, 119, 123, 129, 130, 135, 141, 142, 147, 148, 149, 153, 154, 157</p> <p>T4TG pp. 27, 33, 39, 45, 51, 55, 61, 62, 67, 68, 73, 79, 81, 85, 86, 89, 95, 101, 102, 107, 108, 113, 114, 119, 129, 135, 141, 142, 147, 153, 157</p> <p>T5TG pp. 27, 33, 39, 45, 51, 55, 61, 67, 73, 78, 79, 85, 86, 95, 101, 107, 108, 113, 119, 123, 129, 135, 141, 142, 147, 153, 154, 157</p> <p>T6TG pp. 27, 33, 39, 40, 45, 51, 52, 55, 61, 67, 73, 79, 80, 85, 89, 95, 96, 101, 107, 113, 119, 123, 129, 135, 136, 141, 142, 147, 153, 157</p> <p>T7TG pp. 27, 33, 39, 44, 45, 51, 52, 55, 61, 62, 67, 73, 74, 76, 79, 85, 86, 89, 95, 101, 107, 108, 113, 119, 120, 123, 129, 135, 141, 142, 147, 150, 153, 156, 157</p> <p>T8TG pp. 27, 33, 39, 45, 46, 51, 55, 61, 67, 73, 74, 79, 80, 85, 89, 95, 101, 102, 107, 113, 119, 123, 129, 135, 136, 141, 147, 153, 157</p>
Use complex gestures and actions to communicate	<p>T1TG pp. 28, 81, 87</p> <p>T4TG pp. 79, 85</p> <p>T5TG p. 47</p>
Use complex sentences	<p>T3TG pp. 81, 96, 108, 114, 148, 154</p> <p>T4TG pp. 74, 80, 142</p> <p>T5TG p. 108</p> <p>T7TG pp. 88, 130</p>
Describe activities, experiences, and stories with expanded detail	<p>T1TG pp. 40, 41, 47, 53, 74, 95, 103, 108, 121, 137, 142, 143, 144, 155</p> <p>T2TG pp. 40, 41, 53, 69, 74, 81, 87, 102, 108, 115, 120, 130, 136, 150</p> <p>T3TG pp. 30, 53, 69, 74, 75, 76, 98, 99, 103, 104, 105, 110, 111, 121, 123, 132, 137, 138, 142, 143, 144, 150, 151, 156, 157</p> <p>T4TG pp. 28, 35, 46, 69, 74, 75, 81, 121, 142</p> <p>T5TG pp. 28, 30, 35, 40, 53, 64, 65, 69, 74, 87, 103, 108, 113, 123, 142, 155, 156</p> <p>T6TG pp. 41, 53, 74, 108, 120, 142, 143, 149</p> <p>T7TG pp. 29, 34, 35, 40, 45, 53, 69, 74, 82, 87, 98, 103, 104, 109, 111, 121, 122, 130, 137, 142, 143, 144</p> <p>T8TG pp. 28, 29, 40, 41, 47, 48, 49, 53, 54, 63, 69, 74, 75, 82, 83, 97, 107, 108, 109, 115, 122, 131, 132, 142, 143, 148, 149</p>
Change word tense to indicate time	<p>T4TG p. 108</p> <p>T6TG p. 108</p> <p>T7TG pp. 68, 102</p>

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
ELA1.3: Demonstrate ability to engage in conversations	
Younger Preschool	
Answer questions posed by adults or peers	T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 62, 95, 130, 135, 136 T5TG pp. 33, 62, 120, 130 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89
Ask questions for understanding and clarity	T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144
Make on topic comments	T1TG pp. 40, 74, 108, 142 T2TG pp. 40, 74, 130, 131 T3TG pp. 40, 62, 68, 74 T4TG pp. 40, 108 T5TG pp. 30, 70, 74, 76 T6TG pp. 40, 74, 108, 130 T7TG pp. 74, 76, 121, 130, 148 T8TG pp. 40, 96, 108, 130
Stay on topic in two-way conversation with others	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, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145
Older Preschool	
Answer questions posed by adults or peers	T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 62, 95, 130, 135, 136 T5TG pp. 33, 62, 120, 130 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89
Ask questions for understanding and clarity	T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Make on topic comments	T1TG pp. 40, 74, 108, 142 T2TG pp. 40, 74, 130, 131 T3TG pp. 40, 62, 68, 74 T4TG pp. 40, 108 T5TG pp. 30, 70, 74, 76 T6TG pp. 40, 74, 108, 130 T7TG pp. 74, 76, 121, 130, 148 T8TG pp. 40, 96, 108, 130
Stay on topic in two-way conversation that involves multiple turns	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, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145
Communicate actively in group activities	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
English/Language Arts Foundation 2: Early Reading	
<i>Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.</i>	
ELA2.1: Demonstrate awareness of the alphabet	
Younger Preschool	
Recognize and identify <i>some</i> uppercase and a <i>few</i> lowercase letters	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

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Older Preschool	
Recognize and identify <i>most</i> uppercase and <i>some</i> lowercase letters	T1TG pp. 35, 41, 47, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 105, 123, 131, 137, 139, 149, 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, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T4TG pp. 27, 29, 35, 37, 47, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T5TG pp. 29, 35, 37, 47, 51, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 63, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 37, 47, 55, 63, 71, 81, 89, 97, 103, 105, 109, 113, 115, 123, 131, 137, 139, 149, 157 T8TG pp. 29, 35, 43, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
Recognize own name in print	T1TG pp. 47, 69, 75, 81, 115
ELA2.2: Demonstrate phonological awareness	
Younger Preschool	
Demonstrate basic knowledge of letter-sound correspondence	T1TG pp. 105, 113, 123, 139, 145, 149, 157 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157 T3TG pp. 37, 43, 47, 77, 81, 89, 103 T4TG pp. 81, 89, 105, 111, 115, 123, 149, 157 T5TG pp. 37, 47, 55, 77, 81, 115, 123, 149 T6TG pp. 43, 47, 55, 77, 81, 89, 105, 111, 139, 145, 149, 157 T7TG pp. 47, 55, 81, 89, 105, 115, 123, 139, 149, 157 T8TG pp. 27, 29, 35, 37, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157
Engage in rhyming games and songs; can complete a familiar rhyme	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115
Identify rhyming words in spoken language	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
Orally blend and segment familiar compound words, with modeling and support	T2TG pp. 105, 109, 123 T3TG pp. 139, 143, 157 T5TG pp. 71, 75, 89

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Demonstrate awareness of sounds as separate units	T1TG pp. 103, 137 T2TG pp. 69, 137 T3TG pp. 35, 69, 103, 137 T4TG pp. 35, 69, 137 T5TG pp. 35, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 37, 41, 55, 103, 105, 109, 123, 139, 145, 157 T8TG pp. 41, 55, 75, 109, 115, 123, 143, 149, 157
Older Preschool	
Demonstrate basic knowledge of letter-sound correspondence	T1TG pp. 105, 113, 123, 139, 145, 149, 157 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157 T3TG pp. 37, 43, 47, 77, 81, 89, 103 T4TG pp. 81, 89, 105, 111, 115, 123, 149, 157 T5TG pp. 37, 47, 55, 77, 81, 115, 123, 149 T6TG pp. 43, 47, 55, 77, 81, 89, 105, 111, 139, 145, 149, 157 T7TG pp. 47, 55, 81, 89, 105, 115, 123, 139, 149, 157 T8TG pp. 27, 29, 35, 37, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157
Engage in rhyming games and songs; can complete a familiar rhyme	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115
Make rhymes to simple words	T2TG pp. 143, 157 T3TG p. 47 T4TG pp. 47, 115 T5TG pp. 47, 81, 115 T6TG pp. 105, 109, 121, 123 T7TG pp. 34, 71, 75, 89 T8TG p. 63
Identify, blend, and segment syllables in spoken words with modeling and support	T1TG pp. 30, 36, 42 T3TG pp. 71, 75, 89, 136 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
Isolate the initial sound in some words	T1TG pp. 103, 137 T2TG pp. 69, 137 T3TG pp. 35, 69, 103, 137 T4TG pp. 35, 69, 137 T5TG pp. 35, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 103
ELA2.3: Demonstrate awareness and understanding of concepts of print	
Younger Preschool	
Begin to understand that books are comprised of written words	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Respond to and interact with read alouds of literary and informational text	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
Hold books right side up and turn pages left to right	T1TG pp. 117, 123, 151 T2TG p. 49 T4TG p. 83 T6TG pp. 47, 55, 83, 89, 151, 157
Older Preschool	
Know features of books such as title, author, and illustrator	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34
Understand that print carries meaning	T1TG pp. 117, 151 T2TG pp. 49, 117, 151 T5TG pp. 115, 117, 149 T6TG pp. 83, 117, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151
Track words in a book from left to right, top to bottom, and page to page with adult support	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 T6TG pp. 41, 151 T7TG pp. 41, 49, 55, 75, 109, 151 T8TG pp. 49, 55, 83, 89
ELA2.4: Demonstrate comprehension	
Younger Preschool	
Respond and interact with stories (fictional and nonfictional)	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
Answer questions about a story	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

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
With adult support, retell familiar stories	T1TG pp. 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 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157
Older Preschool	
Respond and interact with stories (fictional and nonfictional)	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
Answer questions about a story	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
Retell familiar stories	T1TG pp. 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 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157
English/Language Arts Foundation 3: Early Writing	
<i>Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.</i>	
ELA3.1: Demonstrate mechanics of writing	
Younger Preschool	
Recognize that drawings, paintings, and writings are meaningful representations	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG pp. 112, 146 T5TG p. 133 T6TG pp. 78, 86 T7TG pp. 52, 150 T8TG p. 86
Copy simple lines and shapes	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
Create a simple picture	T3TG pp. 78, 112 T4TG p. 44 T7TG p. 78

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Use writing tools with adult support	T1TG p. 146 T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
Older Preschool	
Create letter like shapes, symbols, letters, and words with modeling and support	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
Copy more complex lines, shapes, and some letters	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, 112, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 112, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 133, 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, 150 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145
Use writing tools	T1TG p. 146 T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
ELA3.2: Demonstrate ability to communicate a story	
Younger Preschool	
Create writing with the intent of communicating	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
Dictate a story for an adult to write	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
Use pictures, letters, and symbols to communicate a story	T3TG pp. 112, 133 T4TG p. 112 T5TG p. 133 T6TG p. 78 T7TG p. 150 T8TG pp. 43, 77, 111, 145
Older Preschool	
Create writing with the intent of communicating	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Dictate a story that demonstrates simple details and narrative structure	T1TG pp. 52, 96, 99, 102, 133 T2TG pp. 31, 65, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 71, 77, 99, 133, 154 T5TG pp. 31, 65, 99, 120, 133 T6TG pp. 65, 99, 120, 133 T7TG pp. 31, 65, 99, 133, 154 T8TG pp. 31, 43, 52, 65, 77, 99, 111, 112, 133, 145
Use letters, symbols, and words to share an idea with someone	T3TG pp. 112, 133 T4TG p. 112 T5TG p. 133 T6TG p. 78 T7TG p. 150 T8TG pp. 43, 77, 111, 145
Use writing to label drawings	T3TG p. 133 T6TG p. 78 T8TG pp. 43, 77, 111, 145
MATHEMATICS FOUNDATIONS	
Mathematics Foundation 1: Numeracy	
<i>Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.</i>	
M1.1: Demonstrate strong sense of counting	
Younger Preschool	
Count the number sequence 1–15	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122, 132 T3TG pp. 116, 133 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 98, 104, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 101, 104, 116, 150 T7TG p. 107 T8TG pp. 138, 139
Count backward from 5 with adult support	T4TG pp. 24, 42, 43, 54 T8TG p. 70
Recognize that the count remains the same regardless of the order or arrangement of the objects	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
Apply one-to-one correspondence with objects and people	T1TG pp. 30, 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 82, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 49, 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 88, 104, 116 T8TG pp. 138, 139

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Draw pictures, symbols, or use manipulatives to represent a spoken number 0–5	T2TG pp. 24, 30, 31, 36, 37, 42, 43, 54, 55, 82, 83 T4TG pp. 24, 30, 31, 36, 37, 54, 55, 58, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 92
Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize)	T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150
Older Preschool	
Count the number sequence 1–20	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122, 132 T3TG pp. 116, 133 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 98, 104, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 101, 104, 116, 150 T7TG p. 107 T8TG pp. 138, 139
Count backward from 10	T4TG p. 144
Recognize the last number name said tells the number of objects counted	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
Draw pictures, symbols, or use manipulatives to represent spoken number 0–10	T2TG pp. 24, 30, 31, 36, 37, 42, 43, 54, 55, 82, 83 T4TG pp. 24, 30, 31, 36, 37, 54, 55, 58, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 92, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 126, 132, 133, 138, 139, 145, 156, 157
Identify, without counting, small quantities of items (1–4) presented in an irregular or unfamiliar pattern (subitize)	T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150
M1.2: Demonstrate understanding of written numerals	
Younger Preschool	
Match number symbols with amounts 1–3	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
Older Preschool	
Match number symbols with amounts 1–10	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

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Name written numerals from 0–10	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
Write numerals 1–10	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
M1.3: Recognition of number relations	
Younger Preschool	
Readily identify first and last	T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157
Correctly use the words for comparing quantities	T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG p. 82 T5TG p. 150 T6TG pp. 139, 151, 157 T8TG p. 143
Separate sets of 6 or fewer objects into equal groups	T1TG pp. 102, 114
Demonstrate the understanding of the concept of <i>after</i>	T1TG p. 30 T2TG pp. 30, 31, 37, 42, 43, 82, 88, 132 T4TG p. 36 T6TG p. 101 T8TG p. 138
Older Preschool	
Identify when 2 sets are equal using matching and counting strategies	T2TG pp. 31, 37, 43, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123 T3TG p. 116 T6TG pp. 150, 157
Correctly use the words for position	T2TG pp. 132, 138, 144, 145, 156, 157 T3TG pp. 150, 151
Compare the values of two numbers from 1 to 10 presented as written numerals	T2TG pp. 30, 36, 42, 54, 77, 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 151 T4TG pp. 48, 82 T6TG pp. 139, 150, 151, 157 T8TG p. 109
Demonstrate the understanding of the concept of <i>before</i>	T1TG p. 30 T2TG pp. 30, 31, 37, 42, 43, 82, 88, 132 T4TG p. 36 T6TG p. 101 T8TG p. 138

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Mathematics Foundation 2: Computation and Algebraic Thinking	
<i>Early learners develop foundational skills in learning and understanding mathematic structure and patterning.</i>	
M2.1: Exhibit understanding of mathematic structure	
Younger Preschool	
Begin to understand that numbers can be composed and decomposed to create new numbers	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. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157
Older Preschool	
Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG pp. 48, 49 T8TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 70, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157
M2.2: Demonstrate awareness of patterning	
Younger Preschool	
Physically extend simple ABAB patterns of concrete objects to other concrete objects	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
Understand sequence of events when clearly explained	T4TG p. 121 T6TG p. 53
Older Preschool	
Begin to create and extend a new simple pattern	T1TG pp. 64, 70, 88, 98, 104, 110, 111, 113, 116, 117, 123, 132, 133, 138, 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
Understand sequence of events when clearly explained	T4TG p. 121 T6TG p. 53

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Mathematics Foundation 3: Data Analysis	
<i>Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.</i>	
M3.1: Demonstrate understanding of classifying	
Younger Preschool	
Sort, classify, and compare objects	T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144
Older Preschool	
Explain simple sorting or classifying strategies	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 43, 82, 83 T5TG pp. 30, 31, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144
Sort a group of objects in multiple ways	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
Create and describe simple graphs	T3TG pp. 98, 110 T7TG pp. 116, 117, 120
Mathematics Foundation 4: Geometry	
<i>Early learners develop foundational skills in learning and understanding spatial relationships and shape analysis.</i>	
M4.1: Understanding of spatial relationships	
Younger Preschool	
Complete lined tangram or pattern block puzzles using basic shapes	<i>For related activities see:</i> T7TG pp. 132, 133, 138, 139, 144, 145, 146
Use position terms such as <i>in</i> , <i>on</i> , and <i>under</i>	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144
Older Preschool	
Complete lined tangram or pattern block puzzles using basic shapes	<i>For related activities see:</i> T7TG pp. 132, 133, 138, 139, 144, 145, 146
Use position terms such as <i>above</i> , <i>below</i> , <i>beside</i> , and <i>between</i>	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes	
Younger Preschool	
Match similar shapes when given a variety of three dimensional shapes	T5TG pp. 36, 42, 48, 54, 55, 70, 76, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 139, 145, 151, 156 T6TG pp. 48, 82, 83 T7TG pp. 150, 151 T8TG pp. 144, 145
Start to identify the attributes of shapes	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
Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Use informal language to describe three-dimensional shapes (e.g., “box” for cube; “ball” for sphere; “can” for cylinder)	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Older Preschool	
Use the attributes of shapes to distinguish between shapes	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
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Mathematics Foundation 5: Measurement	
Early learners develop foundational skills in learning and understanding concepts of time and measurement comparisons.	
M5.1: Understand concepts of time	
Younger Preschool	
Understand time limit cue	T4TG p. 141 T5TG pp. 67, 85
Understand transition from one activity to the next	T1TG p. 45 T5TG pp. 107, 112 T8TG p. 155
Tell what activity comes before and after	T1TG p. 67 T2TG pp. 59, 67, 87, 95, 135, 153 T3TG pp. 101, 135 T4TG pp. 31, 135, 136 T5TG pp. 41, 58, 92, 101, 155 T6TG p. 79 T8TG pp. 34, 87, 95, 142, 148

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Older Preschool	
Know daily concepts of earlier and later, morning and afternoon	T1TG pp. 24, 31 T4TG pp. 141, 154, 155 T5TG p. 67
M5.2: Understand measurement through description and comparison	
Younger Preschool	
Directly compare and describe two objects with a measurable attribute	T3TG pp. 30, 36, 37, 42, 54, 55, 64, 65, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 119, 122, 123, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 71, 77, 82, 83 T6TG p. 67
Measure length and volume (capacity) using non-standard measurement tools	T3TG pp. 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
Older Preschool	
Directly compare and describe two or more objects with a measurable attribute	T3TG pp. 30, 36, 37, 42, 54, 55, 64, 65, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 119, 122, 123, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 71, 77, 82, 83 T6TG p. 67
Measure length and volume (capacity) using a standard measurement tool	T3TG pp. 110
SOCIAL EMOTIONAL FOUNDATIONS	
Social Emotional Foundation 1: Sense of Self	
<i>Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.</i>	
SE1.1: Demonstrate self-awareness and confidence	
Younger Preschool	
Recognize self as a unique individual	T2TG pp. 46, 96 T7TG p. 147
Describe personal characteristics	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129
Show sense of self satisfaction with own abilities, preferences, and accomplishments	T1TG p. 79 T2TG p. 46 T7TG p. 129
Older Preschool	
Identify self as a unique member of a group that fits into a larger world picture	T1TG pp. 36, 42 T2TG pp. 45, 62, 68, 74, 80, 96
Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	T1TG pp. 39, 79, 119 T2TG p. 46 T5TG p. 51 T6TG pp. 51, 121 T7TG p. 129
Show independence in own choices	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121

SE1.2: Demonstrate identification and expression of emotions

Younger Preschool

Recognize own emotions and the emotions of others

T1TG pp. 102, 119, 135, 136
 T3TG pp. 80, 86
 T4TG pp. 44, 52, 74
 T5TG pp. 46, 109, 114
 T6TG p. 146
 T8TG p. 155

Look to adults for emotional support and guidance

T5TG p. 121
 T7TG p. 155
 T8TG p. 155

Use a combination of words, phrases, and actions to express 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

Older Preschool

Identify own emotions and the emotions of others

T1TG pp. 102, 119, 135, 136
 T3TG pp. 80, 86
 T4TG pp. 44, 52, 74
 T5TG pp. 46, 109, 114
 T6TG p. 146
 T8TG p. 155

Express and accurately respond to emotions of self and others

T1TG pp. 52, 102
 T2TG pp. 78, 87, 95, 121, 129
 T4TG pp. 44, 88
 T6TG pp. 53, 155
 T7TG p. 155

Predict reactions from others

T1TG pp. 120, 121, 136, 155
 T2TG p. 53
 T3TG p. 102

Effectively use sentences and actions to express feelings

T1TG pp. 28, 51, 102, 157
 T2TG pp. 121, 155
 T3TG pp. 27, 52, 53, 61
 T4TG pp. 97, 109
 T5TG pp. 115, 149
 T6TG pp. 78, 131, 143, 155, 157
 T7TG p. 87
 T8TG pp. 34, 155

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Social Emotional Foundation 2: Self-Regulation	
<i>Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.</i>	
SE2.1: Demonstrate self-control	
Younger Preschool	
Manage transitions and adapt to changes in schedules, routines, and situations with adult support	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T5TG pp. 107, 112 T6TG p. 147 T8TG pp. 33, 53, 155
Regulate own emotions and behaviors with others with adult support when needed	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
Regulate a range of impulses with adult support	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
Older Preschool	
Manage transitions and adapt to changes in schedules, routines, and situations independently	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T5TG pp. 107, 112 T6TG p. 147 T8TG pp. 33, 53, 155
Regulate own emotions and behaviors with others with adult support when needed	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
Regulate a range of impulses	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
Social Emotional Foundation 3: Conflict Resolution	
<i>Early learners develop foundational skills that support conflict resolution.</i>	
SE3.1: Demonstrate conflict resolution	
Younger Preschool	
Negotiate to resolve social conflicts with peers with modeling and support	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
Use words during a conflict instead of physical force	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132

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Older Preschool	
Independently initiate conflict resolution strategies with peers and seek adult support when necessary	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
Social Emotional Foundation 4: Building Relationships	
<i>Early learners develop foundational skills that support social development and engagement with others.</i>	
SE4.1: Demonstrate relationship skills	
Younger Preschool	
Request and accept guidance from familiar adults	T4TG p. 53 T5TG p. 129
Accept compromises when suggested by a peer or adult	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
Gauge response based on the facial expressions of others	T1TG pp. 120, 121, 136, 155 T2TG p. 53 T3TG p. 102
Exhibit age appropriate friendship skills to engage in effective play and learning experiences	T1TG pp. 46, 130, 154, 155
Engage in associative play	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
Participate in cooperative play experiences with some adult guidance	T1TG p. 135 T2TG p. 151 T7TG p. 150 T8TG pp. 132, 138, 153
Older Preschool	
Show affection to familiar adults and peers using more complex words and actions	T2TG p. 121 T4TG pp. 53, 88 T5TG p. 129 T6TG pp. 53, 155 T7TG p. 155
Accept compromises when suggested by a peer or adult	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
Gauge response based on the facial expressions of others	T1TG pp. 120, 121, 136, 155 T2TG p. 53 T3TG p. 102
Maintain consistent friendships	T1TG pp. 46, 130, 154, 155
Engage in cooperative play experiences for sustained periods of time	T1TG p. 135 T2TG p. 151 T7TG p. 150 T8TG pp. 132, 138, 153

APPROACHES TO PLAY AND LEARNING FOUNDATIONS**Approaches to Play and Learning Foundation 1: Initiative and Exploration**

Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

APL1.1: Demonstrate initiative and self-direction**Younger Preschool**

Initiate new tasks by self	T1TG pp. 39, 61, 62, 119 T5TG p. 78 T6TG p. 51 T7TG p. 110 T8TG p. 112
With support, use a variety of resources to explore materials and ideas	T2TG pp. 27, 64 T3TG pp. 78, 146 T4TG pp. 44, 146
Explore and manipulate familiar objects in new and imaginative ways	T1TG p. 62 T3TG pp. 78, 148 T4TG p. 146 T5TG pp. 44, 108 T7TG pp. 108, 136 T8TG p. 148

Older Preschool

Take initiative to learn new concepts and try new experiences	T1TG pp. 39, 61, 62, 119 T5TG p. 78 T6TG p. 51 T7TG p. 110 T8TG p. 112
Seek and gather new information to plan for projects and activities	T2TG p. 151 T4TG p. 130 T7TG pp. 108, 150 T8TG p. 153

APL1.2: Demonstrate interest and curiosity as a learner**Younger Preschool**

Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	T1TG pp. 61, 62, 131 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
Communicate a desire to learn new concepts or ideas	T1TG pp. 61, 62, 131 T4TG p. 130 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
Exhibit willingness to try new experiences	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112

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Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	T1TG p. 62 T4TG p. 146 T5TG p. 44 T7TG pp. 108, 136 T8TG p. 148
Older Preschool	
Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	T1TG pp. 61, 62, 131 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
Communicate a desire to learn new concepts or ideas	T1TG pp. 61, 62, 131 T4TG p. 130 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
Exhibit willingness to try new experiences	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	T1TG p. 62 T4TG p. 146 T5TG p. 44 T7TG pp. 108, 136 T8TG p. 148
Approaches to Play and Learning Foundation 2: Flexible Thinking	
<i>Early learners develop foundational skills that support flexible thinking and social interactions during play.</i>	
APL2.1: Demonstrate development of flexible thinking skills during play	
Younger Preschool	
Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance	T2TG pp. 48, 76 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82
Begin to demonstrate flexibility in approach to play and learning	T3TG pp. 78, 148 T5TG p. 108
Adjust approach to task to resolve difficulties with adult support	T1TG pp. 27, 33, 130 T2TG pp. 64, 73, 155 T5TG p. 29 T6TG pp. 53, 87, 155 T7TG p. 155 T8TG pp. 33, 132
Older Preschool	
Demonstrate inventiveness, imagination, and creativity to solve a problem	T2TG pp. 48, 76 T3TG pp. 78, 148 T5TG pp. 108, 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Develop recovery skills from setbacks and differences in opinion in a group setting	T1TG pp. 27, 33, 52, 102 T2TG pp. 64, 73, 78, 87, 95, 129, 155 T4TG p. 44 T5TG p. 121 T6TG pp. 53, 155 T7TG p. 155 T8TG pp. 33, 155
Approaches to Play and Learning Foundation 3: Attentiveness and Persistence	
<i>Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.</i>	
APL3.1: Demonstrate development of sustained attention and persistence	
Younger Preschool	
Independently attend to a book from beginning to end	<i>This activity happens daily during Learning Centers.</i> T1TG pp. 44, 78 T5TG pp. 78, 139, 145 T6TG p. 44 T8TG p. 78
Demonstrate ability to delay gratification for short periods of time	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
See an activity through to completion	T1TG pp. 41, 44, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138, 139, 145 T6TG p. 147 T8TG p. 53
Older Preschool	
Independently attend to a book from beginning to end	<i>This activity happens daily during Learning Centers.</i> T1TG pp. 44, 78 T5TG pp. 78, 139, 145 T6TG p. 44 T8TG p. 78
Focus on an activity with deliberate concentration despite distractions and/or temptations	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
Persist in trying to complete a task after previous attempts have failed	T1TG p. 112 T5TG pp. 133, 139, 145 T8TG p. 44

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Approaches to Play and Learning Foundation 4: Social Interactions	
<i>Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.</i>	
APL4.1: Demonstrate development of social interactions during play	
Younger Preschool	
Engage in associative play	T3TG p. 78 T4TG p. 44 T6TG p. 78
Participate in cooperative play activities with some adult guidance	T1TG p. 135 T8TG p. 153
Participate in play activities with a small group of children	T1TG p. 135 T2TG p. 151 T7TG p. 150 T8TG p. 153
Older Preschool	
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	T2TG p. 151 T7TG p. 150 T8TG pp. 132, 138, 153
Demonstrate cooperative behavior in interactions with others	T2TG p. 151 T7TG p. 150 T8TG p. 153
Begin to accept and share leadership	T1TG p. 78 T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121 T8TG pp. 103, 131, 137
SCIENCE FOUNDATIONS	
Science Foundation 1: Physical Science	
<i>Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</i>	
SC1.1: Demonstrate ability to explore objects in the physical world	
Younger Preschool	
Use senses to learn about concepts of weight, motion, and force	T2TG pp. 113, 114, 119 T7TG pp. 53, 96, 102, 108, 114, 119, 120, 142, 148
Ask questions about physical properties and changes in the physical world	T5TG p. 136 T7TG pp. 95, 96, 114, 130, 136, 101, 146, 147, 148, 153, 154
Older Preschool	
Use senses to describe concepts of weight, motion, and force	T2TG pp. 113, 114, 119 T7TG pp. 53, 96, 102, 108, 114, 119, 120, 142, 148
Ask questions and draw conclusions about physical properties and the physical world	T5TG pp. 136, 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 95, 96, 114, 130, 133, 136, 101, 146, 147, 148, 153, 154

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SC1.2: Demonstrate awareness of the physical properties of objects	
Younger Preschool	
Identify materials that make up objects	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
Investigate and describe observable properties of objects	T2TG p. 113 T5TG p. 136 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 96, 101, 112, 114, 146, 148
Match objects by physical attributes	T5TG pp. 136, 141, 147 T7TG pp. 96, 120
Older Preschool	
Identify materials that make up objects	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
Use evidence from investigations to describe observable properties of objects	T2TG p. 113 T5TG p. 136 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 96, 101, 112, 114, 146, 148
Sort objects into categories based on physical attributes and explain reasoning	T5TG pp. 136, 141, 147 T7TG pp. 96, 120
Science Foundation 2: Earth and Space Science	
<i>Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.</i>	
SC2.1: Recognize the characteristics of Earth and sky	
Younger Preschool	
Notice the shadows of others and objects	T6TG pp. 151, 153 T7TG pp. 74, 129, 142 T8TG p. 34
Describe different objects in the sky	T5TG p. 113 T7TG pp. 45, 46, 47
Describe various earth materials	T5TG pp. 28, 39, 80
Older Preschool	
Describe how shadows change through the day	T6TG pp. 151, 153 T7TG pp. 74, 129, 142 T8TG p. 34
Describe typical day and night activities	T4TG p. 141 T5TG pp. 67, 85, 109
Classify various earth materials	T5TG pp. 28, 39, 80
Describe how the Earth's surface is made up of different materials	T5TG pp. 28, 39, 80

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SC2.2: Recognize seasonal and weather related changes	
Younger Preschool	
Communicate awareness of seasonal changes	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121 T7TG p. 27
Describe weather conditions using correct terminology	T1TG pp. 9, 131, 143, 149 T4TG p. 51 T5TG pp. 18, 19, 40, 45, 86, 92, 96, 99, 102, 108, 114, 119, 120, 121
Older Preschool	
Communicate awareness of seasonal changes	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121 T7TG p. 27
Describe how weather changes	T1TG pp. 9, 131, 143, 149 T4TG p. 51 T5TG pp. 18, 19, 40, 45, 86, 92, 96, 99, 102, 108, 114, 119, 120, 121
Science Foundation 3: Life Science	
<i>Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.</i>	
SC3.1: Demonstrate awareness of life	
Younger Preschool	
Identify the correct names for adult and baby animals	T6TG pp. 33, 46, 52, 120, 142
Compare attributes of living organisms	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
Identify and describe the function of body parts	T2TG p. 33 T4TG pp. 68, 80, 154 T6TG p. 68
Older Preschool	
Differentiate animals from plants	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
Discriminate between living organisms and non-living objects	T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86
Ask questions and conduct investigations to understand life science	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Identify and describe the function of body parts	T2TG p. 33 T4TG pp. 68, 80, 154 T6TG p. 68

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Science Foundation 4: Engineering	
<i>Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.</i>	
SC4.1: Demonstrate engineering design skills	
Younger Preschool	
Identify a problem or need and create a plan to solve	T1TG p. 133 T5TG pp. 133, 139, 145 T6TG pp. 27, 51, 74, 96, 105, 121, 145 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130 T8TG p. 53
Use classroom objects that function as simple machines to enhance play	T1TG p. 77 T5TG pp. 133, 139, 145
Older Preschool	
Select materials and implement a designated plan	T1TG p. 133 T5TG pp. 133, 139, 145 T6TG pp. 27, 51, 74, 96, 105, 121, 145 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130 T8TG p. 53
Evaluate and communicate solution outcomes	T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77
Use classroom objects to create simple machines to enhance play	T1TG p. 77 T5TG pp. 133, 139, 145
Science Foundation 5: Scientific Inquiry and Methods	
<i>Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.</i>	
SC5.1: Demonstrate scientific curiosity	
Younger Preschool	
Observe with a focus on details	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
Use simple tools to extend investigations	T5TG p. 102 T7TG pp. 51, 67
Identify self and/or own actions as scientific	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Older Preschool	
Discuss ways that people can affect the environment in positive and negative ways	T3TG pp. 96, 101, 102, 114, 120, 148 T5TG pp. 28, 35, 46, 53, 62, 69, 130, 135, 136, 142, 146, 147, 148, 153, 154, 155 T6TG p. 45
Independently use simple tools to conduct an investigation to increase understanding	T5TG p. 102 T7TG pp. 51, 67
Engage in a scientific experiment with peers	<i>This activity happens during the year in Learning Centers.</i> T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Communicate results of an investigation	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148
SOCIAL STUDIES FOUNDATIONS	
Social Studies Foundation 1: Self	
<i>Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.</i>	
SS1.1: Demonstrate development of self	
Younger Preschool	
Participate in and describe own family, community, and cultural celebrations if observed	T2TG p. 5 T3TG pp. 130, 136, 153, 154, 155 T7TG p. 143
Begin to assimilate family, community, and cultural events in cooperative play	<i>This activity happens during the year in Learning Centers.</i> 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
Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	T1TG pp. 63, 136 T2TG pp. 5, 28, 34, 40, 46, 80 T3TG pp. 53, 129, 130, 137, 153, 154, 155 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 143, 147
Older Preschool	
Participate in and describe local, state, and national events and celebrations if observed	T2TG p. 5 T3TG pp. 130, 136, 153, 154, 155 T7TG p. 143
Identify/honor key people in history	<i>For related activities, see:</i> T8TG pp. 62, 65, 67, 68, 80, 86, 136
Assimilate family, community, and cultural cooperative play	<i>This activity happens during the year in Learning Centers.</i> 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
Build awareness, respect, and acceptance for differences in people and acknowledge connections	T1TG pp. 63, 136 T2TG pp. 5, 28, 34, 40, 46, 80 T3TG pp. 53, 129, 130, 137, 153, 154, 155 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 143, 147

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Social Studies Foundation 2: History and Events	
<i>Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.</i>	
SS2.1: Demonstrate awareness of chronological thinking	
Younger Preschool	
Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	<i>This can be observed daily as children participate in classroom routines.</i> T4TG pp. 121, 141 T5TG pp. 67, 85 T6TG p. 53
Older Preschool	
Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	<i>This can be observed daily as children participate in classroom routines.</i> T4TG pp. 121, 141 T5TG pp. 67, 85 T6TG p. 53
Begin to understand how time is measured	T4TG pp. 121, 141 T5TG pp. 67, 85 T6TG p. 53
SS2.2: Demonstrate awareness of historical knowledge	
Younger Preschool	
Begin to communicate concepts of time	T4TG p. 121 T6TG p. 53
Older Preschool	
Demonstrate the awareness of change over time	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136
SS2.3: Demonstrate awareness of the foundations of government	
Younger Preschool	
Identify leaders and helpers in the home or classroom environment	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T7TG p. 121 T8TG p. 153
Recognize familiar aspects of community or cultural symbols	T3TG pp. 62, 68, 79, 86, 87, 108, 136, 142, 148, 155 T8TG p. 153
Older Preschool	
Identify leaders and community helpers at home, school, and in environments	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T7TG p. 121 T8TG p. 153

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Identify symbolic objects and pictures of local, state, and/or national symbols	T1TG p. 9 T2TG p. 9 T3TG p. 9 T4TG p. 9 T5TG p. 9 T6TG p. 9 T7TG p. 9 T8TG p. 9
SS2.4: Demonstrate awareness of the functions of government	
Younger Preschool	
Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve	T1TG pp. 27, 33, 39, 45, 52, 62, 68, 74, 80, 86, 87, 146 T2TG p. 151 T3TG pp. 51, 53, 87, 133 T7TG p. 53 T8TG p. 51
Older Preschool	
Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	T1TG pp. 27, 33, 39, 45, 52, 62, 68, 74, 80, 86, 87, 146 T2TG p. 151 T3TG pp. 51, 53, 87, 133 T7TG p. 53 T8TG p. 51
Social Studies Foundation 3: Geography	
<i>Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.</i>	
SS3.1: Demonstrate awareness of the world in spatial terms	
Younger Preschool	
Identify location, directionality, and spatial relationships	T3TG p. 31 T5TG pp. 62, 73 T8TG pp. 102, 108, 113, 114, 120
Begin to create simple representations of a familiar physical environment	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG pp. 96, 107
Older Preschool	
Develop concepts and describe location, directionality, and spatial relationships	T3TG p. 31 T5TG pp. 62, 73 T8TG pp. 102, 108, 113, 114, 120
Engage in play where one item represents another	<i>This activity happens throughout the year in Learning Centers.</i> T8TG p. 107
SS3.2: Demonstrate awareness of places and regions	
Younger Preschool	
Identify and describe prominent features of the classroom, school, neighborhood, and community	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG pp. 96, 101
Begin to learn knowledge of personal and geographic information	T2TG pp. 75, 136 T3TG pp. 31, 113 T8TG p. 113
Older Preschool	
Use words to describe natural and man-made features of locations	T3TG p. 40 T8TG p. 101

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Become familiar with information about where they live and understand what an address is	T2TG pp. 75, 136 T3TG pp. 31, 113 T8TG p. 113
SS3.3: Demonstrate awareness of environment and society	
Younger Preschool	
Begin to understand the relationship between humans and the environment	T3TG pp. 78 T5TG pp. 53, 87, 142
Older Preschool	
Begin to describe the reciprocal relationship between humans and the environment	T3TG pp. 78, 96, 101, 102, 114, 120, 148 T5TG pp. 27, 28, 34, 35, 39, 45, 46, 51, 52, 53, 80, 87, 130, 142, 147, 148, 154, 155 T6TG p. 45
Social Studies Foundation 4: Economics	
<i>Early learners develop foundational skills in learning and understanding the functions of an economy.</i>	
SS4.1: Demonstrate awareness of economics	
Younger Preschool	
Begin to understand the purpose of money and concepts of buying and selling through play	<i>This happens during the year in Learning Centers.</i> T8TG pp. 130, 135, 136, 142, 147, 148, 154
Develop an awareness that people work for money in order to provide for basic needs	T4TG pp. 109, 115 T8TG pp. 130, 136, 142, 146, 148, 154
Develop an awareness of the roles of various familiar community helpers/workers	T3TG pp. 62, 68, 79, 85, 86, 87, 108 T8TG p. 153
Act out adult social roles and occupations	<i>This happens during the year in Learning Centers.</i> T8TG p. 146
Older Preschool	
Begin to understand the purpose of money and concepts of buying and selling through play	<i>This happens during the year in Learning Centers.</i> T8TG pp. 130, 135, 136, 142, 147, 148, 154
Develop an awareness that people work for money in order to provide for basic needs	T4TG pp. 109, 115 T8TG pp. 130, 136, 142, 146, 148, 154
Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	T3TG pp. 62, 68, 79, 85, 86, 87, 108 T8TG pp. 146, 153
Act out adult social roles and occupations	<i>This happens during the year in Learning Centers.</i> T8TG p. 146
Science Foundation 5: Citizenship	
<i>Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.</i>	
SS5.1: Demonstrate awareness of citizenship	
Younger Preschool	
Assist adults with daily routines and responsibilities	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121

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Choose simple daily tasks from a list of classroom jobs	T1TG p. 9 T2TG p. 9 T3TG p. 9 T4TG p. 9 T5TG p. 9 T6TG p. 9 T7TG p. 9 T8TG p. 9
Begin to initiate helping tasks	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
Demonstrate an understanding of how voting works	T1TG pp. 34, 121 T5TG p. 102 T6TG p. 143 T8TG pp. 41, 75, 109, 143
Older Preschool	
Demonstrate willingness to work together to accomplish tasks	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
Identify simple tasks within the home, early childhood setting, or community	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121
Provide leadership in completing daily tasks	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
Demonstrate an understanding of the outcome of a vote	T1TG pp. 34, 121 T5TG p. 102 T6TG p. 143 T8TG pp. 41, 75, 109, 143
CREATIVE ARTS FOUNDATIONS	
Creative Arts Foundation 1: Music	
<i>Early learners develop foundational skills that support creative expression through voice, instruments, and objects.</i>	
CA1.1: Demonstrate creative music expression	
Younger Preschool	
Listen and respond to music	T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 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, 131, 137 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

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Participate in classroom experiences with musical instruments and singing to express creativity	T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 109, 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, 121, 129, 135, 141, 147, 153, 155 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, 109, 110, 113, 119, 121, 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
Sing songs that use the voice in a variety of ways	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
Respond to rhythmic patterns in music	T1TG pp. 41, 47, 53 T5TG pp. 53, 113 T7TG pp. 27, 33, 45, 51 T8TG p. 103
Describe feelings and reactions in response to diverse musical genres and styles	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T7TG p. 97 T8TG pp. 41, 137
Older Preschool	
Respond to changes heard in music	T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 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, 131, 137 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Use familiar rhymes, songs, chants, and musical instruments to express creativity	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
Sing songs that use the voice in a variety of ways	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
Respond to rhythmic patterns in music	T1TG pp. 41, 47, 53 T5TG pp. 53, 113 T7TG pp. 27, 33, 45, 51 T8TG p. 103
Describe feelings and reactions in response to diverse musical genres and styles	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T7TG p. 97 T8TG pp. 41, 137

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Creative Arts Foundation 2: Dance	
<i>Early learners develop foundational skills that support creative expression through movement.</i>	
CA2.1: Demonstrate creative movement expression	
Younger Preschool	
Convey ideas and emotions through creative movement expression (with or without music)	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
Older Preschool	
Convey ideas and emotions through creative movement expression (with or without music)	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
Purposefully select movements that communicate ideas, thoughts, and feelings	T1TG pp. 80, 120 T2TG pp. 120, 148 T3TG pp. 52, 107, 112, 120, 121, 143 T4TG p. 148 T5TG pp. 80, 148 T6TG pp. 52, 80, 120 T7TG p. 79 T8TG pp. 52, 148
Creative Arts Foundation 3: Visual Arts	
<i>Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.</i>	
CA3.1: Demonstrate creative expression through the visual art process	
Younger Preschool	
Use colors, lines, and shapes to communicate meaning	T3TG pp. 78, 112 T4TG p. 44 T7TG p. 78
Older Preschool	
Identify and use colors, lines, and shapes found in the environment and in works of art	T3TG pp. 46, 148 T5TG pp. 34, 133, 156 T6TG p. 44 T7TG p. 78 T8TG p. 146
CA3.2: Demonstrate creative expression through visual art production	
Younger Preschool	
Progress in ability to create drawings, models, and other art using a variety of materials	T4TG p. 146 T5TG pp. 133, 139, 145 T6TG pp. 44, 112 T7TG p. 44

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Develop growing ability to plan, work independently, and demonstrate care in a variety of art	T5TG p. 133 T7TG p. 78 T8TG p. 146
Older Preschool	
Progress in ability to create drawings, models, and other art using a variety of materials	T4TG p. 146 T5TG pp. 133, 139, 145 T6TG pp. 44, 112 T7TG p. 44
Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	T5TG p. 133 T7TG p. 78 T8TG p. 146
Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)	
CA3.3: Demonstrate creative expression through art appreciation	
Younger Preschool	
Observe and discuss art forms	T5TG pp. 34, 156
Reflect on differences and preferences when encounters artwork	T5TG pp. 34, 156
Share ideas about personal creative work	T5TG pp. 44, 156 T8TG p. 78
Older Preschool	
Observe and discuss art forms	T5TG pp. 34, 156
Reflect on differences and preferences when encounters artwork	T5TG pp. 34, 156
Share ideas about personal creative work	T5TG pp. 44, 156 T8TG p. 78
Creative Arts Foundation 4: Dramatic Play	
Early learners develop foundational skills that support creative expression through dramatic play.	
CA4.1: Demonstrate creative expression through dramatic play	
Younger Preschool	
Engage in associative and cooperative play	T1TG pp. 114, 135 T2TG p. 151 T5TG pp. 79, 95 T7TG pp. 87, 150 T8TG pp. 132, 138, 153
Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	T3TG p. 46 T4TG p. 78 T7TG p. 145
Participate freely in dramatic play experiences that become of increased duration and complexity	<i>This activity happens during the year in Learning Centers.</i> 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

Indiana Early Learning Foundations	DIG: Develop. Inspire. Grow.™
Older Preschool	
Engage in associative and cooperative play	T1TG pp. 114, 135 T2TG p. 151 T5TG pp. 79, 95 T7TG pp. 87, 150 T8TG pp. 132, 138, 153
Role-play imaginary events and characters	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
Participate freely in dramatic play experiences that become of increased duration and complexity	<i>This activity happens during the year in Learning Centers.</i> 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
PHYSICAL HEALTH AND GROWTH FOUNDATIONS	
Physical Health and Growth Foundation 1: Health and Well-Being	
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	
PHG1.1: Demonstrate development of healthy practices	
Younger Preschool	
Demonstrate health and hygiene-related behaviors with reminders	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
Identify the difference between sick and well	T4TG p. 52
Engage in sociodramatic play to demonstrate the roles of medical professionals	T8TG p. 146
Older Preschool	
Demonstrate health and hygiene-related behaviors with minimal prompting	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
Communicate practices that promote healthy living and prevent illness for self and family members	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
Engage in sociodramatic play to demonstrate the roles of medical professionals	T8TG p. 146
PHG1.2: Demonstrate development of safety practices	
Younger Preschool	
Identify ways to play safely	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Follow simple safety rules while participating in activities	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
Older Preschool	
Demonstrate basic safety knowledge	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
Participate, with adult support, to develop safety rules for an activity	T1TG pp. 45, 52, 62, 68, 80, 86, 87, 120 T3TG pp. 53, 87
PHG1.3: Demonstrate development of nutrition awareness	
Younger Preschool	
Respond to physical cues when hungry, full or thirsty	<i>This can be observed during lunch and snack times.</i> T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 95
Distinguish between nutritious and less nutritious foods	T2TG p. 112 T4TG pp. 46, 62, 65, 67, 68, 85, 86, 87 T6TG pp. 95, 113
Independently feeds self	<i>This can be observed during Lunch/Snack times.</i> T1TG p. 92 T2TG p. 58
Older Preschool	
Respond to physical cues when hungry, full or thirsty	<i>This can be observed during lunch and snack times.</i> T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
Communicate about variety and amount of foods needed to be healthy	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 95
Name food and beverages that help to build healthy bodies	T2TG p. 112 T4TG pp. 46, 62, 65, 67, 68, 85, 86, 87 T6TG pp. 95, 113
Independently feeds self using utensils	<i>This can be observed during lunch and snack times.</i> T1TG p. 92 T2TG p. 58
Physical Health and Growth Foundation 2: Senses	
<i>Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.</i>	
PHG2.1: Demonstrate how the five senses support processing information	
Younger Preschool	
Take things apart and attempt to put them back together	<i>This activity happens during the year in Learning Centers.</i> T3TG pp. 78, 148 T5TG p. 108

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Older Preschool	
Take things apart and invent new structures using the parts	<i>This activity happens during the year in Learning Centers.</i> T3TG pp. 78, 148 T5TG p. 108
PHG2.2: Demonstrate development of body awareness	
Younger Preschool	
Identify and describe function of body parts	T1TG p. 46 T2TG pp. 33, 39 T4TG pp. 68, 73, 107, 108, 120 T5TG p. 63
Demonstrate awareness of own body in relation to other people and objects through play activities	T1TG p. 51 T3TG pp. 44, 80 T4TG p. 113
Participate in structured and unstructured active physical play exhibiting strength and stamina	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
Demonstrate basic understanding that physical activity helps the body grow and be healthy	T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
Older Preschool	
Identify and describe function of body parts	T1TG p. 46 T2TG pp. 33, 39 T4TG pp. 68, 73, 107, 108, 120 T5TG p. 63
Demonstrate awareness of own body in relation to other people and objects through play activities	T1TG p. 51 T3TG pp. 44, 80 T4TG p. 113
Participate in structured and unstructured active physical play exhibiting strength and stamina	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
Demonstrate basic understanding that physical activity helps the body grow and be healthy	T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
Physical Health and Growth Foundation 3: Motor Skills	
<i>Early learners develop foundational skills that support the development of fine and gross motor coordination.</i>	
PHG3.1: Demonstrate development of fine and gross motor coordination	
Younger Preschool	
Refine grasp to manipulate tools and objects	T3TG pp. 104, 117, 122 T4TG pp. 99, 105, 111, 117 T5TG pp. 139, 145 T6TG pp. 129, 135, 147, 153 T7TG p. 65 T8TG pp. 37, 71, 105, 139
Demonstrate coordination and balance	T1TG pp. 39, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Coordinate movements to perform a task	T1TG p. 116 T2TG p. 33 T4TG pp. 30, 31, 36, 37, 42, 80, 99, 105, 111, 117 T5TG p. 143 T6TG pp. 27, 39, 85, 135 T7TG pp. 33, 153 T8TG p. 119
Older Preschool	
Perform fine-motor tasks that require small-muscle strength and control	T1TG p. 144 T3TG pp. 104, 116, 117, 122 T4TG pp. 99, 105, 111, 117 T5TG pp. 139, 145 T6TG pp. 129, 135, 147, 153 T7TG pp. 31, 65, 145 T8TG pp. 37, 71, 105, 139
Demonstrate coordination and balance in a variety of activities	T1TG pp. 39, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
Coordinate movements to perform a complex task	T1TG p. 116 T2TG p. 33 T4TG pp. 30, 31, 36, 37, 42, 80, 99, 105, 111, 117 T5TG p. 143 T6TG pp. 27, 39, 85, 135 T7TG pp. 33, 153 T8TG p. 119
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>	
PHG3.2: Demonstrate development of oral motor skills	
Younger Preschool	
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	T5TG p. 75
Physical Health and Growth Foundation 4: Personal Care	
<i>Early learners develop foundational skills that support the independent care of one's self.</i>	
PHG4.1: Demonstrate increased independence in personal care routines	
Younger Preschool	
Attend to personal body care practices with reminders	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
Independently dress and undress self	<i>This activity can be observed in the Dramatic Play center and when children dress for outdoor times.</i>
Independently attend to toileting needs	T4TG pp. 27, 52, 87, 146 T5TG p. 121
Older Preschool	
Attend to personal body care practices with minimal adult support	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Independently dress and undress self	<i>This activity can be observed in the Dramatic Play center and when children dress for outdoor times.</i>
Independently attend to toileting needs	T4TG pp. 27, 52, 87, 146 T5TG p. 121
EARLY ENGLISH LANGUAGE DEVELOPMENT STANDARDS	
The E-ELD Standards below are designed to be used in conjunction with the Foundations to ensure Dual Language Learners are provided necessary language support to make learning meaningful while developing English. The chart below highlights the connection between selected Foundations and the E-ELD Standards.	
E-ELD Standard 1: The language of Social and Emotional Development <i>English language learners communicate information, ideas, and concepts necessary for success in the area of Social and Emotional Development.</i>	
Social Emotional Foundation 1: Sense of Self	
<i>Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.</i>	
SE1.1: Demonstrate self-awareness and confidence	
Younger Preschool	
Describe personal characteristics	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129
SE1.2: Demonstrate identification and expression of emotions	
Younger Preschool	
Use a combination of words, phrases, and actions to express 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
Older Preschool	
Express and accurately respond to emotions of self and others	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 121, 129 T4TG pp. 44, 88 T6TG pp. 53, 155 T7TG p. 155
Effectively use sentences and actions to express feelings	T1TG pp. 28, 51, 102, 157 T2TG pp. 121, 155 T3TG pp. 27, 52, 53, 61 T4TG pp. 97, 109 T5TG pp. 115, 149 T6TG pp. 78, 131, 143, 155, 157 T7TG p. 87 T8TG pp. 34, 155

Indiana Early Learning Foundations		<i>DIG: Develop. Inspire. Grow.™</i>	
Social Emotional Foundation 3: Conflict Resolution			
Early learners develop foundational skills that support conflict resolution.			
SE3.1: Demonstrate conflict resolution			
Younger Preschool			
Use words during a conflict instead of physical force		T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132	
Social Emotional Foundation 4: Building Relationships			
Early learners develop foundational skills that support social development and engagement with others.			
SE4.1: Demonstrate relationship skills			
Older Preschool			
Show affection to familiar adults and peers using more complex words and actions		T2TG p. 121 T4TG pp. 53, 88 T5TG p. 129 T6TG pp. 53, 155 T7TG p. 155	
E-ELD Standard 2: the language of Early Language Development and Literacy <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy.</i>			
English/Language Arts Foundation 1: Communication Process			
Early learners develop foundational skills to communicate effectively for a variety of purposes.			
ELA1.2: Demonstrate expressive communication			
Younger Preschool			
Use expanded sentences		T3TG pp. 81, 108, 114, 148, 154 T4TG pp. 74, 80 T5TG p. 108 T7TG p. 88	
Describe activities and experiences with detail		T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155 T2TG pp. 40, 53, 69, 87, 120 T3TG pp. 30, 53, 121, 142 T4TG p. 121 T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, 142, 155, 156 T6TG pp. 53, 74, 108, 120, 142, 143 T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143 T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148	
Older Preschool			
Use complex sentences		T3TG pp. 81, 96, 108, 114, 148, 154 T4TG pp. 74, 80, 142 T5TG p. 108 T7TG pp. 88, 130	

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
Describe activities, experiences, and stories with expanded detail	T1TG pp. 40, 41, 47, 53, 74, 95, 103, 108, 121, 137, 142, 143, 144, 155 T2TG pp. 40, 41, 53, 69, 74, 81, 87, 102, 108, 115, 120, 130, 136, 150 T3TG pp. 30, 53, 69, 74, 75, 76, 98, 99, 103, 104, 105, 110, 111, 121, 123, 132, 137, 138, 142, 143, 144, 150, 151, 156, 157 T4TG pp. 28, 35, 46, 69, 74, 75, 81, 121, 142 T5TG pp. 28, 30, 35, 40, 53, 64, 65, 69, 74, 87, 103, 108, 113, 123, 142, 155, 156 T6TG pp. 41, 53, 74, 108, 120, 142, 143, 149 T7TG pp. 29, 34, 35, 40, 45, 53, 69, 74, 82, 87, 98, 103, 104, 109, 111, 121, 122, 130, 137, 142, 143, 144 T8TG pp. 28, 29, 40, 41, 47, 48, 49, 53, 54, 63, 69, 74, 75, 82, 83, 97, 107, 108, 109, 115, 122, 131, 132, 142, 143, 148, 149
ELA1.3: Demonstrate ability to engage in conversations	
Younger Preschool	
Ask questions for understanding and clarity	T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144
Stay on topic in two-way conversation with others	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, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145
Older Preschool	
Ask questions for understanding and clarity	T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144
Stay on topic in two-way conversation that involves multiple turns	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, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145

Indiana Early Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
English/Language Arts Foundation 2: Early Reading	
<i>Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.</i>	
ELA2.2: Demonstrate phonological awareness	
Younger Preschool	
Engage in rhyming games and songs; can complete a familiar rhyme	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115
Orally blend and segment familiar compound words, with modeling and support	T2TG pp. 105, 109, 123 T3TG pp. 139, 143, 157 T5TG pp. 71, 75, 89
Older Preschool	
Engage in rhyming games and songs; can complete a familiar rhyme	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115
Identify, blend, and segment syllables in spoken words with modeling and support	T1TG pp. 30, 36, 42 T3TG pp. 71, 75, 89, 136 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
ELA2.3: Demonstrate awareness and understanding of concepts of print	
Younger Preschool	
Respond to and interact with read alouds of literary and informational text	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
ELA2.4: Demonstrate comprehension	
Younger Preschool	
Respond and interact with stories (fictional and nonfictional)	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145

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Older Preschool	
Respond and interact with stories (fictional and nonfictional)	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
English/Language Arts Foundation 3: Early Writing	
<i>Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.</i>	
ELA3.2: Demonstrate phonological awareness	
Younger Preschool	
Create writing with the intent of communicating	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
Older Preschool	
Create writing with the intent of communicating	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
Dictate a story that demonstrates simple details and narrative structure	T1TG pp. 52, 96, 99, 102, 133 T2TG pp. 31, 65, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 71, 77, 99, 133, 154 T5TG pp. 31, 65, 99, 120, 133 T6TG pp. 65, 99, 120, 133 T7TG pp. 31, 65, 99, 133, 154 T8TG pp. 31, 43, 52, 65, 77, 99, 111, 112, 133, 145

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E-ELD Standard 3: the language of Mathematics <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i>	
Mathematics Foundation 1: Numeracy	
<i>Early learners develop foundational skills to understand counting, cardinality, written numerals, quantity, and comparison.</i>	
M1.1: Demonstrate strong sense of counting	
Younger Preschool	
Count the number sequence 1–15	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122, 132 T3TG pp. 116, 133 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 98, 104, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 101, 104, 116, 150 T7TG p. 107 T8TG pp. 138, 139
Older Preschool	
Count the number sequence 1–20	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122, 132 T3TG pp. 116, 133 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 98, 104, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 101, 104, 116, 150 T7TG p. 107 T8TG pp. 138, 139
M1.3: Recognition of number relations	
Younger Preschool	
Correctly use the words for comparing quantities	T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG p. 82 T5TG p. 150 T6TG pp. 139, 151, 157 T8TG p. 143
Older Preschool	
Correctly use the words for position	T2TG pp. 132, 138, 144, 145, 156, 157 T3TG pp. 150, 151

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Mathematics Foundation 2: Computation and Algebraic Thinking	
<i>Early learners develop foundational skills in learning to understand mathematic structure and patterning.</i>	
M2.2: Demonstrate awareness of patterning	
Younger Preschool	
Physically extend simple ABAB patterns of concrete objects to other concrete objects	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
Older Preschool	
Begin to create and extend a new simple pattern	T1TG pp. 64, 70, 88, 98, 104, 110, 111, 113, 116, 117, 123, 132, 133, 138, 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
Mathematics Foundation 3: Data Analysis	
<i>Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.</i>	
M3.1: Demonstrate understanding of classifying	
Younger Preschool	
Sort, classify, and compare objects	T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144
Older Preschool	
Explain simple sorting or classifying strategies	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 43, 82, 83 T5TG pp. 30, 31, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144
Mathematics Foundation 4: Geometry	
<i>Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.</i>	
M4.1: Understanding of spatial relationships	
Younger Preschool	
Use position terms such as <i>in</i> , <i>on</i> , and <i>under</i>	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144

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Older Preschool	
Use position terms such as <i>above, below, beside, and between</i>	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144
M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes	
Younger Preschool	
Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Use informal language to describe three-dimensional shapes (e.g., “box” for cube; “ball” for sphere; “can” for cylinder)	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Older Preschool	
Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Mathematics Foundation 5: Measurement	
<i>Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.</i>	
M5.1: Understand concepts of time	
Younger Preschool	
Tell what activity comes before and after	T1TG p. 67 T2TG pp. 59, 67, 87, 95, 135, 153 T3TG pp. 101, 135 T4TG pp. 31, 135, 136 T5TG pp. 41, 58, 92, 101, 155 T6TG p. 79 T8TG pp. 34, 87, 95, 142, 148
Older Preschool	
Know daily concepts of earlier and later, morning and afternoon	T1TG pp. 24, 31 T4TG pp. 141, 154, 155 T5TG p. 67
M5.2: Understand measurement through description and comparison	
Younger Preschool	
Directly compare and describe two objects with a measurable attribute	T3TG pp. 30, 36, 37, 42, 54, 55, 64, 65, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 119, 122, 123, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 71, 77, 82, 83 T6TG p. 67
Older Preschool	
Directly compare and describe two or more objects with a measurable attribute	T3TG pp. 30, 36, 37, 42, 54, 55, 64, 65, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 119, 122, 123, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 71, 77, 82, 83 T6TG p. 67

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E-ELD Standard 4: the language of Science <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</i>	
Science Foundation 1: Physical Science	
<i>Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</i>	
SC1.1: Demonstrate ability to explore objects in the physical world	
Younger Preschool	
Ask questions about physical properties and changes in the physical world	T5TG p. 136 T7TG pp. 95, 96, 114, 130, 136, 101, 146, 147, 148, 153, 154
Older Preschool	
Ask questions and draw conclusions about physical properties and the physical world	T5TG pp. 136, 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 95, 96, 101, 114, 130, 133, 136, 146, 147, 148, 153, 154
SC1.2: Demonstrate awareness of the physical properties of objects	
Younger Preschool	
Investigate and describe observable properties of objects	T2TG p. 113 T5TG p. 136 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 96, 101, 112, 114, 146, 148
Older Preschool	
Use evidence from investigations to describe observable properties of objects	T2TG p. 113 T5TG p. 136 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 96, 101, 112, 114, 146, 148
Science Foundation 2: Earth and Space Science	
<i>Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.</i>	
SC2.1: Recognize the characteristics of Earth and sky	
Younger Preschool	
Describe different objects in the sky	T5TG p. 113 T7TG pp. 45, 46, 47
Describe various earth materials	T5TG pp. 28, 39, 80
Older Preschool	
Describe how shadows change through the day	T6TG pp. 151, 153 T7TG pp. 74, 129, 142 T8TG p. 34
Describe typical day and night activities	T4TG p. 141 T5TG pp. 67, 85, 109
Describe how the Earth's surface is made up of different materials	T5TG pp. 28, 39, 80

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SC2.2: Recognize seasonal and weather related changes	
Younger Preschool	
Describe weather conditions using correct terminology	T1TG pp. 9, 131, 143, 149 T2TG p. 9 T3TG p. 9 T4TG pp. 9, 51 T5TG pp. 9, 18, 19, 40, 45, 86, 92, 96, 99, 102, 108, 114, 119, 120, 121 T6TG p. 9 T7TG p. 9 T8TG p. 9
Older Preschool	
Communicate awareness of seasonal changes	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121 T7TG p. 27
Describe how weather changes	T1TG pp. 9, 131, 143, 149 T2TG p. 9 T3TG p. 9 T4TG pp. 9, 51 T5TG pp. 9, 18, 19, 40, 45, 86, 92, 96, 99, 102, 108, 114, 119, 120, 121 T6TG p. 9 T7TG p. 9 T8TG p. 9
Science Foundation 3: Life Science	
<i>Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.</i>	
SC3.1: Demonstrate awareness of life	
Younger Preschool	
Identify and describe the function of body parts	T2TG p. 33 T4TG pp. 68, 80, 154 T6TG p. 68
Older Preschool	
Ask questions and conduct investigations to understand life science	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Science Foundation 4: Engineering	
<i>Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.</i>	
SC4.1: Demonstrate engineering design skills	
Younger Preschool	
Identify a problem or need and create a plan to solve	T1TG p. 133 T5TG pp. 133, 139, 145 T6TG pp. 27, 51, 74, 96, 105, 121, 145 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130 T8TG p. 53

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Older Preschool	
Evaluate and communicate solution outcomes	T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77
Science Foundation 5: Scientific Inquiry and Methods	
<i>Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.</i>	
SC5.1: Demonstrate scientific curiosity	
Younger Preschool	
Identify self and/or own actions as scientific	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Older Preschool	
Discuss ways that people can affect the environment in positive and negative ways	T3TG pp. 96, 101, 102, 114, 120, 148 T5TG pp. 28, 35, 46, 53, 62, 69, 130, 135, 136, 142, 146, 147, 148, 153, 154, 155 T6TG p. 45
E-ELD Standard 5: the language of Social Studies <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i>	
Social Studies Foundation 1: Self	
<i>Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.</i>	
SS1.1: Demonstrate development of self	
Younger Preschool	
Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	T1TG pp. 63, 136 T2TG pp. 5, 28, 34, 40, 46, 80 T3TG pp. 53, 129, 130, 137, 153, 154, 155 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 143, 147
Older Preschool	
Participate in and describe local, state, and national events and celebrations if observed	T2TG p. 5 T3TG pp. 130, 136, 153, 154, 155 T7TG p. 143
Social Studies Foundation 2: History and Events	
<i>Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.</i>	
SS2.3: Demonstrate awareness of the foundations of government	
Younger Preschool	
Identify leaders and helpers in the home or classroom environment	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T7TG p. 121 T8TG p. 153

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Older Preschool	
Identify leaders and community helpers at home, school, and in environments	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T7TG p. 121 T8TG p. 153
Social Studies Foundation 3: Geography	
<i>Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.</i>	
SS3.2: Demonstrate awareness of places and regions	
Younger Preschool	
Identify and describe prominent features of the classroom, school, neighborhood, and community	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG pp. 96, 101
Older Preschool	
Use words to describe natural and man-made features of locations	T3TG p. 40 T8TG p. 101
SS3.3: Demonstrate awareness of environment and society	
Older Preschool	
Begin to describe the reciprocal relationship between humans and the environment	T3TG pp. 78, 96, 101, 102, 114, 120, 148 T5TG pp. 27, 28, 34, 35, 39, 45, 46, 51, 52, 53, 80, 87, 130, 142, 147, 148, 154, 155 T6TG p. 45
Social Studies Foundation 4: Economics	
<i>Early learners develop foundational skills in learning and understanding the functions of an economy.</i>	
SS4.1: Demonstrate awareness of economics	
Older Preschool	
Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	T3TG pp. 62, 68, 79, 85, 86, 87, 108 T8TG pp. 146, 153
Social Studies Foundation 5: Citizenship	
<i>Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.</i>	
SS5.1: Demonstrate awareness of citizenship	
Older Preschool	
Identify simple tasks within the home, early childhood setting, or community	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121

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E-ELD Standard 6: the language of Physical Development <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development.</i>			
Physical Health and Growth Foundation 1: Health and Well-Being			
<i>Early learners develop foundational skills that support healthy, safe, and nutritious practices.</i>			
PHG1.1: Demonstrate development of healthy practices			
Older Preschool			
Communicate practices that promote healthy living and prevent illness for self and family members		T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155	
PHG1.3: Demonstrate development of nutrition awareness			
Older Preschool			
Name food and beverages that help to build healthy bodies		T2TG p. 112 T4TG pp. 46, 62, 65, 67, 68, 85, 86, 87 T6TG pp. 95, 113	
Physical Health and Growth Foundation 2: Senses			
<i>Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.</i>			
PHG2.2: Demonstrate development of body awareness			
Younger Preschool			
Identify and describe function of body parts		T1TG p. 46 T2TG pp. 33, 39 T4TG pp. 68, 73, 107, 108, 120 T5TG p. 63	
Older Preschool			
Identify and describe function of body parts		T1TG p. 46 T2TG pp. 33, 39 T4TG pp. 68, 73, 107, 108, 120 T5TG p. 63	
Physical Health and Growth Foundation 3: Motor Skills			
<i>Early learners develop foundational skills that support the development of fine and gross motor coordination.</i>			
PHG3.1: Demonstrate development of fine and gross motor coordination			
Older Preschool			
Coordinate movements to perform a complex task		T1TG p. 116 T2TG p. 33 T4TG pp. 30, 31, 36, 37, 42, 80, 99, 105, 111, 117 T5TG p. 143 T6TG p. 27, 39, 85, 135 T7TG p. 33, 153 T8TG p. 119	

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Physical Health and Growth Foundation 4: Personal Care	
<i>Early learners develop foundational skills that support the independent care of one's self.</i>	
PHG4.1: Demonstrate increased independence in personal care routines	
Older Preschool	
Attend to personal body care with minimal adult support	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121



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