



Louisiana Early Learning & Development Standards

Correlation



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Correlated to the **Louisiana Early Learning & Development Standards (ELDS)**

Please Note:

This correlation includes standards and indicators for three-year-olds (36–48 months) and four-year-olds (48–60 months). Indicator numbers designated .3 apply to three-year-olds. Indicator numbers designated .4 apply to four-year-olds.

Prepared by:



0815



Approaches to Learning**INITIATIVE AND CURIOSITY****Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.****AL1.3.1:** Demonstrate eagerness to learn through play and exploring the environment.T1TG pp. 61, 62
T4TG p. 146
T5TG pp. 44, 78
T7TG pp. 108, 110, 136
T8TG pp. 112, 148**AL1.3.2:** Complete a range of simple tasks on their own.*This activity happens each week in the Learning Centers.***AL1.4.1:** Show curiosity, interest and a willingness to learn new things and try new experiences.T1TG pp. 61, 62, 131
T6TG pp. 28, 34
T7TG p. 108
T8TG pp. 130, 148**AL1.4.2:** Choose a multi-step task and complete it on their own.*This activity happens each week in the Learning Centers.***ATTENTION, ENGAGEMENT, AND PERSISTENCE****Standard AL 2: Demonstrate attention, engagement, and persistence in learning.****AL2.3.1:** Maintain focus on objects and activities of interest while other activities are going on in the environment.T1TG pp. 41, 47, 53
T2TG pp. 61, 73, 79, 148
T4TG p. 46
T5TG pp. 88, 138
T6TG p. 147
T8TG p. 53**AL2.3.2:** Maintain focus on a complex activity with adult support.T1TG pp. 47, 53, 63, 69, 75, 81
T3TG pp. 108, 150
T4TG p. 53
T8TG pp. 53, 96**AL2.3.3:** With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities.*This activity happens each week in the Learning Centers.*
T5TG pp. 133, 139, 145
T8TG p. 53**AL2.4.1:** Stay engaged with others, objects, and activities despite interruptions or disruption.T1TG pp. 41, 47, 53
T2TG pp. 61, 73, 79, 148
T4TG p. 46
T5TG pp. 88, 138
T6TG p. 147
T8TG p. 53**AL2.4.2:** Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions.T1TG pp. 47, 53, 63, 69, 75, 81
T3TG pp. 108, 150
T4TG p. 53
T8TG pp. 53, 96**AL2.4.3:** Plan and complete tasks and activities.*This activity happens each week in the Learning Centers.*
T5TG pp. 133, 139, 145
T8TG p. 53

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REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING	
Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
AL3.3.1: Experiment to see if the same actions have similar effects on different objects.	T1TG p. 62 T4TG p. 146 T5TG p. 44 T7TG pp. 108, 136 T8TG p. 148
AL3.3.2: Remember and apply previously learned information to a familiar object, task or situation.	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
AL3.3.3: Use a variety of strategies to solve a problem when the first try is unsuccessful.	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
AL3.3.4: Ask adults for help on tasks, if needed.	T2TG pp. 30, 98 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83 T8TG pp. 36, 42, 43, 54, 82
AL3.4.1: Identify and understand cause and effect relationships.	T1TG p. 103 T3TG p. 96 T4TG pp. 96, 114, 120, 154 T5TG pp. 52, 108, 142 T7TG p. 129 T8TG p. 34
AL3.4.2: Apply prior knowledge and experiences to learn new skills during play.	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
AL3.4.3: Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem.	T1TG p. 112 T3TG p. 132 T5TG pp. 132, 139, 145, 150, 157 T8TG pp. 44, 71, 76, 77
AL3.4.4: Make specific request for help from both peers and adults as needed.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
AL4.3.1: Express unique ideas in both language and use of objects in a variety of situations.	T3TG pp. 46, 78, 148 T4TG p. 78 T5TG p. 108 T7TG p. 145
AL4.3.2: Ask more complex questions for clarification and to seek meaningful information.	T4TG p. 130 T7TG p. 108

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AL4.4.1: Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness.	T3TG pp. 46, 78, 148 T4TG p. 78 T5TG p. 108 T7TG p. 145
AL4.4.2: Gather information and ask complex questions in order to understand a new or familiar concept.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Cognitive Development and General Knowledge	
CREATIVE THINKING AND EXPRESSION	
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
CC1.3.1: Listen and respond to different types of music (jazz, classical, country, lullaby, etc.) through movement.	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131
CC1.3.2: Participate in songs and finger plays.	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
CC1.3.3: Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm.	T1TG p. 109 T5TG pp. 53, 121, 155 T7TG pp. 109, 121 T8TG p. 103
CC1.3.4: Identify changes in tempo when listening to music.	T3TG p. 97 T8TG pp. 63, 97
CC1.3.5: Replicate changes in tempo.	T3TG p. 97 T8TG pp. 63, 97
CC1.3.6: Use instruments, props, and body to respond creatively 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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CC1.4.1: Express thoughts and feelings through movement and musical activities.	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
CC1.4.2: Participate in different types of music activities, including songs, finger plays, and playing instruments.	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
CC1.4.3: Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns.	T1TG p. 109 T5TG pp. 53, 121, 155 T7TG pp. 109, 121 T8TG p. 103
CC1.4.4: Describe changes in tone, melody, rhythm, and tempo.	T7TG p. 97 T8TG p. 137
CC1.4.5: Use instruments, props, and body creatively to express self through music and movement.	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
Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
CC2.3.1: With prompting and support, describe what they like and do not like about various forms of art.	T5TG pp. 44, 156 T8TG p. 78
CC2.3.2: Describe general features (color, size, objects included) of a piece of art work.	T5TG pp. 34, 156
CC2.3.3: Create artistic works with different types of art materials, tools and techniques through individual and group art activities.	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 112 T3TG pp. 46, 78, 112, 146 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 78, 112 T7TG pp. 44, 78, 133, 146 T8TG pp. 112, 146

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CC2.4.1: Observe and/or describe what they like and do not like about various forms of art and how it makes them feel.	T5TG pp. 44, 156 T8TG p. 78
CC2.4.2: Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included).	T5TG pp. 34, 156
CC2.4.3: Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques.	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 112 T3TG pp. 46, 78, 112, 146 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 78, 112 T7TG pp. 44, 78, 133, 146 T8TG pp. 112, 146, 69, 81, 97, 115
Standard CC 3: Explore roles and experiences through dramatic art and play.	
CC3.3.1: Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater).	T1TG pp. 44, 52, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG pp. 112, 119 T7TG pp. 78, 146 T8TG pp. 33, 81, 101, 115, 149
CC3.3.2: With prompting and support, role play or use puppets to act out stories.	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
CC3.3.3: Recreate real-life experiences (that may reflect their home culture or language) through pretend play.	<i>This activity happens each week in the Learning Centers.</i> T6TG p. 112
CC3.3.4: Use one object to represent another object.	T1TG p. 114 T5TG p. 155
CC3.4.1: Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, panto-mime, theater).	T1TG pp. 44, 52, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG pp. 112, 119 T7TG pp. 78, 146 T8TG pp. 33, 81, 101, 115, 149
CC3.4.2: Role play or use puppets to act out stories or play a character.	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
CC3.4.3: Represent fantasy and real-life experiences through pretend play.	<i>This activity happens each week in the Learning Centers.</i> T6TG p. 112
CC3.4.4: Use objects to represent other objects.	T1TG p. 114 T5TG p. 155

MATHEMATICS

Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.

CM1.3.1: Verbally counts by ones to 10.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138
CM1.3.2: With prompting and support, count up to 5 and then backwards from 5.	T2TG pp. 70, 76, 77, 88, 89, 98, 99, 104, 105, 110, 111, 122, 123, 138, 150 T3TG pp. 33, 39 T4TG pp. 30, 36, 76, 82, 98, 104, 110, 116, 122 T5TG p. 150 T6TG pp. 64, 65, 70, 88, 89, 98, 105, 111, 144, 145, 150 T8TG pp. 36, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89
CM1.3.3: Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons).	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
CM1.3.4: Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
CM1.3.5: Identify some written numerals but not in sequence.	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
CM1.3.6: With prompting and support, match four or five numerals with the correct number of objects.	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
CM1.3.7: Count two sets of objects and identify which set has more/less/fewer.	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
CM1.3.8: Identify an object or person as first.	T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157 T3TG pp. 150, 151

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CM1.4.1: Verbally count by ones to 20.	T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 49, 54, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138 T3TG pp. 116, 117, 145 T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138 T5TG pp. 98, 150 T6TG pp. 64, 77, 98, 116, 117, 144, 145, 150, 151, 156 T7TG pp. 98, 116, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139
CM1.4.2: Count forward from a given number between 1 and 10, and count backward from 5.	T2TG pp. 70, 76, 77, 88, 89, 98, 99, 104, 105, 110, 111, 122, 123, 138, 150 T3TG pp. 33, 39 T4TG pp. 30, 36, 76, 82, 98, 104, 110, 116, 122 T5TG p. 150 T6TG pp. 64, 65, 70, 88, 89, 98, 105, 111, 144, 145, 150 T8TG pp. 36, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89
CM1.4.3: Understand that the last number named tells the number of objects counted for a set of 10 or fewer 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
CM1.4.4: Count out a specified number of objects from a set of 10 or fewer objects when asked.	T2TG pp. 76, 116 T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157 T6TG pp. 31, 37, 55, 99, 123 T8TG pp. 110, 111
CM1.4.5: Identify written numerals 0–10 in the everyday environment.	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
CM1.4.6: With prompting and support, match a number of objects with the correct written numeral 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
CM1.4.7: Compare sets of objects using same/different and more/less/fewer.	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
CM1.4.8: Identify an object's or person's position as first or last.	T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157 T3TG pp. 150, 151

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Standard CM 2: Understand basic patterns, concepts, and operations.	
CM2.3.1: Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm).	T1TG pp. 54, 64, 70, 99, 105, 110, 116, 122, 123, 138, 139, 150, 151, 157 T2TG p. 49 T3TG pp. 48, 49 T5TG pp. 116, 117
CM2.3.2: Sort and classify five or more objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group.	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. 31, 48, 65, 82, 83, 104, 105, 111 T7TG pp. 99, 116, 117 T8TG pp. 102, 132, 144
CM2.3.3: Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 55, 64, 70, 77, 82, 83, 88, 89, 99, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
CM2.3.4: Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny).	T6TG pp. 30, 36, 42, 48, 55, 64, 70, 77, 82, 83, 88, 98, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 30, 36, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
CM2.3.5: Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3	T6TG pp. 31, 37, 43, 48, 55, 64, 70, 77, 82, 83, 89, 99, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 31, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
CM2.4.1: Recognize, copy, and extend patterns.	T1TG pp. 48, 54, 64, 70, 88, 98, 104, 105, 110, 111, 116, 117, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 116, 117 T7TG p. 82 T8TG pp. 132, 133
CM2.4.2: Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects.	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. 31, 48, 65, 82, 83, 104, 105, 111 T7TG pp. 99, 116, 117 T8TG pp. 102, 132, 144
CM2.4.3: Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 55, 64, 70, 77, 82, 83, 88, 89, 99, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
CM2.4.4: Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6.	T6TG pp. 31, 37, 43, 48, 55, 64, 70, 77, 82, 83, 89, 99, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 31, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157

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Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
CM3.3.1: Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy).	T3TG pp. 43, 77, 98, 122 T6TG p. 79
CM3.3.2: Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/heavier/lighter.	T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 82, 83 T6TG p. 67
CM3.3.3: Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale).	T3TG pp. 110
CM3.3.4: Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity).	T3TG pp. 110
CM3.4.1: Describe measurable attributes (length and weight) of objects and materials, using comparative words.	T3TG pp. 30, 36, 37, 42, 43, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 82, 83 T6TG pp. 67, 79
CM3.4.2: Put up to six objects in order by length (seriate).	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
CM3.4.3: Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight).	T3TG pp. 110
CM3.4.4: Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup).	T3TG pp. 110
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.	
CM4.3.1: Recognize basic shapes in the environment in two- and three-dimension forms.	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
CM4.3.2: With prompting and support, name the attributes of two 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
CM4.3.3: Create simple shapes using objects or other materials.	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110
CM4.3.4: Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house).	T7TG pp. 132, 133, 138, 139, 144, 145, 146
CM4.3.5: With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes).	T7TG pp. 132, 133, 138, 139, 144, 145, 146
CM4.3.6: Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside).	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144

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CM4.4.1: Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations.	T3TG pp. 41, 47 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
CM4.4.2: Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round).	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
CM4.4.3: Copy or replicate one- or two-dimensional shapes using a variety of materials.	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110
CM4.4.4: Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes).	T7TG pp. 132, 133, 138, 139, 144, 145, 146
CM4.4.5: Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind.	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144
SCIENCE	
Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
CS1.3.1: Use all five senses to observe living things, objects, materials, changes that take place, and relationships.	T1TG p. 78 T2TG pp. 96, 99, 102, 108, 112, 113, 114, 119, 120 T7TG pp. 101, 148
CS1.3.2: Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features.	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
CS1.3.3: Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets).	T5TG pp. 102, 121 T7TG pp. 51, 67
CS1.3.4: Show an understanding of cause and effect relationships that are observed immediately.	T6TG pp. 114, 153 T7TG pp. 80, 107, 120
CS1.3.5: With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered).	T6TG pp. 102, 108, 114
CS1.3.6: Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
CS1.3.7: Participate in simple scientific investigations.	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
CS1.3.8: With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs.	T5TG p. 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 114, 133, 148
CS1.3.9: With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”).	T1TG pp. 61, 67 T2TG pp. 101, 107 T7TG pp. 61, 79, 95, 101, 107, 113, 119, 153

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CS1.4.1: Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed.	T1TG p. 78 T2TG pp. 96, 99, 102, 108, 112, 113, 114, 119, 120 T7TG pp. 101, 148
CS1.4.2: Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships.	T5TG pp. 102, 121 T7TG pp. 51, 67
CS1.4.3: Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems.	T5TG pp. 101, 120 T6TG pp. 96, 114, 153 T7TG pp. 80, 96, 102, 107, 114, 120, 136, 148, 154
CS1.4.4: Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment.	T5TG pp. 101, 120 T6TG pp. 96, 114 T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154
CS1.4.5: Conduct simple scientific experiments.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142
CS1.4.6: Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148
CS1.4.7: With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”).	T1TG pp. 61, 67 T2TG pp. 101, 107 T7TG pp. 61, 79, 95, 101, 107, 113, 119, 153
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).	
CS2.3.1: With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid).	T5TG p. 136 T7TG pp. 95, 96, 101, 114, 130, 136, 146, 147, 148, 154
CS2.3.2: Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.).	T8TG pp. 27, 40, 46, 61, 67
CS2.3.3: With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.).	T6TG p. 153 T7TG pp. 80, 142
CS2.3.4: Watch how balls, toys and other objects move and use different strategies to change their speed of motion.	T7TG pp. 53, 108, 120, 142
CS2.4.1: With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases).	T5TG p. 136 T7TG pp. 95, 96, 101, 114, 130, 136, 146, 147, 148, 154
CS2.4.2: Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps).	T8TG pp. 27, 40, 46, 61, 67
CS2.4.3: Explore and describe sources of energy such as lights, bells and other sources of sound.	T6TG p. 153 T7TG pp. 80, 142
CS2.4.4: Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower.	T7TG pp. 53, 96, 102, 108, 114, 119, 120, 142

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Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).	
CS3.3.1: With prompting and support, explore, observe, and describe a variety of living creatures and plants.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
CS3.3.2: Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.).	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
CS3.3.3: Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom).	T6TG pp. 102, 109, 115, 120, 121, 155
CS3.3.4: Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl).	T6TG pp. 102, 109, 115, 120, 121, 155
CS3.3.5: Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes.	T5TG p. 119 T6TG pp. 102, 119, 120, 130, 133, 136, 142, 147, 148, 154
CS3.3.6: Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics).	T6TG pp. 97, 99, 102, 108, 109, 120
CS3.4.1: Explore, observe, and describe a variety of living creatures and plants.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
CS3.4.2: Classify living creatures and plants into categories according to at least one characteristic.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
CS3.4.3: Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom).	T6TG pp. 102, 109, 115, 120, 121, 155
CS3.4.4: Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl).	T6TG pp. 102, 109, 115, 120, 121, 155
CS3.4.5: Describe plants' and living creatures' life cycles.	T5TG p. 119 T6TG pp. 102, 119, 120, 130, 133, 136, 142, 147, 148, 154
CS3.4.6: Use basic vocabulary to name and describe plants and living creatures.	T6TG pp. 97, 99, 102, 108, 109, 120
CS3.4.7: Use basic vocabulary to describe similarities and differences between living creatures and plants.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 97, 99, 102, 107, 108, 109, 120, 130, 142, 148, 154 T7TG pp. 67, 73, 117
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
CS4.3.1: Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler).	T1TG pp. 143, 149 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 114, 119, 120 T7TG p. 27
CS4.3.2: Name the types of clothing needed for different seasons.	T1TG pp. 143, 149 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 114, 119, 120, 121 T7TG p. 27

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CS4.3.3: Identify the characteristics of current weather conditions.	T1TG pp. 143, 149 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 114, 119, 120 T7TG p. 27
CS4.3.4: Describe objects found in the day or night time sky.	T5TG p. 113 T7TG pp. 45, 46, 47
CS4.3.5: Talk about how the sky changes from night to day.	T5TG p. 113 T7TG pp. 45, 46, 47
CS4.4.1: Compare, and contrast seasonal changes where they live.	T1TG pp. 143, 149 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 114, 119, 120 T7TG p. 27
CS4.4.2: Describe the types of clothing needed for different seasons.	T1TG p. 143, 149 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 114, 119, 120, 121 T7TG p. 27
CS4.4.3: Describe the current weather and how weather conditions can change from day to day.	T1TG pp. 143, 149 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 114, 119, 120 T7TG p. 27
CS4.4.4: Describe major features of the earth and sky, and how they change from night to day.	T5TG p. 113 T7TG pp. 45, 46, 47
SOCIAL STUDIES	
Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.	
CSS1.3.1: Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”).	T4TG p. 121 T6TG p. 53
CSS1.3.2: Remember familiar people even though they may not have seen them for a while.	T4TG p. 121 T6TG p. 53
CSS1.3.3: Describe the sequence of daily routines.	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121
CSS1.3.4: Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week).	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136
CSS1.4.1: Describe events, activities, and people from the past using appropriate vocabulary.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
CSS1.4.2: Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.).	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136
Standard CSS 2: Describe people, events, and symbols of the past and present.	
CSS2.3.1: Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present.	T4TG p. 121 T6TG p. 53

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CSS2.3.2: With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle.	T1TG p. 9 T2TG p. 9 T3TG p. 9 T4TG p. 9 T5TG p. 9 T6TG p. 9 T7TG p. 9 T8TG p. 9
CSS2.3.3: Recognize familiar aspects of community/cultural symbols in books (e.g., <i>Grandma's Gumbo</i>) and songs (e.g., Alligator).	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG p. 96
CSS2.3.4: Participate in and talk about local cultural events, holidays and/or celebrations.	T3TG pp. 130, 136
CSS2.4.1: Identify similarities/differences between students, their families, and classroom members with those of the past.	T4TG p. 121 T6TG p. 53
CSS2.4.2: Identify and name some local, state, and 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
CSS2.4.3: Describe familiar elements of the local community and culture.	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG pp. 96, 101
CSS2.4.4: Describe local, state, and national cultural events, celebrations, and holidays.	T3TG pp. 130, 136
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.	
CSS3.3.1: Participate in walks and field trips to different places in the community.	<i>This activity happens each week in outdoor time.</i>
CSS3.3.2: Describe familiar places such as the home, center/family day home, etc.	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG p. 96
CSS3.3.3: Describe the location of items/areas in the classroom and places in home and community.	T3TG p. 31 T8TG p. 113
CSS3.3.4: Draw or use blocks or other materials to represent places or things he/she has seen.	<i>This activity happens each week in the Learning Centers.</i> T8TG p. 107
CSS3.3.5: Recognize and name a map and a globe	T3TG p. 135 T8TG pp. 102, 119, 120
CSS3.3.6: Look at a simple map and find various features/parts of the map with support and guidance.	T3TG p. 135 T8TG pp. 102, 119, 120
CSS3.3.7: Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders).	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
CSS3.3.8: Identify and use appropriate trash receptacles independently.	<i>This activity happens each week in Lunch/Snack.</i>
CSS3.3.9: Participate in daily clean-up activities.	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121

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CSS3.4.1: Demonstrate geographic knowledge of the geographic features of the classroom and community.	T3TG p. 40 T5TG pp. 62, 73 T8TG pp. 101, 102, 108, 114, 120
CSS3.4.2: Create representations of places, landforms, and roads he/she has seen through drawings and play activities.	<i>This activity happens each week in the Learning Centers.</i> T8TG p. 107
CSS3.4.3: Recognize a globe/map as a representation of the earth.	T3TG p. 135 T8TG pp. 102, 119, 120
CSS3.4.4: Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom).	T3TG p. 135 T8TG pp. 102, 119, 120
CSS3.4.5: With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground.	T8TG p. 107
CSS3.4.6: Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders).	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
CSS3.4.7: Participate in daily clean-up activities.	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.	
CSS4.3.1: Participate in music, dance, and other traditions from various cultures.	T3TG pp. 136, 142, 148, 155
CSS4.3.2: Show and talk about objects, food, and customs from own family or culture.	T1TG pp. 36, 42 T2TG p. 45 T3TG pp. 130, 136
CSS4.3.3: Identify homes that are similar to and/or different from own home.	T3TG p. 34
CSS4.3.4: With prompting and support, describe pictures of shelters/homes in other geographic regions.	T3TG pp. 130, 136
CSS4.3.5: Identify the characteristics of one's own home.	T2TG pp. 75, 136 T3TG pp. 34, 113
CSS4.4.1: Explore music, dance, dress, foods, and traditions of own family and other cultures.	T1TG pp. 36, 42 T2TG p. 45 T3TG pp. 130, 136, 142, 148, 155
CSS4.4.2: Discuss shelters/homes in various geographic regions.	T3TG pp. 130, 136
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
CSS5.3.1: Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table.>").	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
CSS5.3.2: With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack).	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121
CSS5.3.3: Follow many rules with little support.	T1TG pp. 45, 62, 74, 80, 119, 146

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CSS5.3.4: Identify rules that are used at home or in the classroom.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
CSS5.3.5: Tell why rules are important.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
CSS5.3.6: Describe the roles of various familiar community helpers/workers.	T3TG pp. 62, 68, 79, 85, 86, 87, 108 T8TG p. 153
CSS5.3.7: Imitate the roles of familiar community workers.	<i>This activity happens each week in the Learning Centers.</i> T3TG pp. 24, 58 T8TG p. 146
CSS5.4.1: Recognize their responsibility as a member of a family and classroom.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
CSS5.4.2: Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.).	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121
CSS5.4.3: Follow rules that have been established.	T1TG pp. 45, 62, 74, 80, 119, 146
CSS5.4.4: Participate in conversations about the importance of rules/consequences, rights of self, and rights of others.	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51
CSS5.4.5: Identify workers and their roles as citizens within the community.	T3TG pp. 62, 68, 79, 85, 86, 87, 108 T8TG p. 153
Standard CSS 6: Demonstrate an awareness of basic economic concepts.	
CSS6.3.1: Demonstrate an awareness of uses of money.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
CSS6.3.2: Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults.	<i>This activity happens each week in the Learning Centers.</i> T3TG pp. 24, 58 T8TG p. 146
CSS6.3.3: Express wants and needs.	T4TG pp. 109, 115 T8TG pp. 130, 136, 142, 146, 148, 154
CSS6.4.1: Demonstrate awareness of the purpose of money through play activities.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
CSS6.4.2: Demonstrate the role of buyers and sellers in play activities.	<i>This activity happens each week in the Learning Centers.</i> T3TG pp. 24, 58 T8TG p. 146
CSS6.4.3: Participate in conversations about wants and needs.	T4TG pp. 109, 115 T8TG pp. 130, 136, 142, 146, 148, 154

Language and Literacy Development

SPEAKING AND LISTENING

Standard LL 1: Comprehend or understand and use language.

LL1.3.1: Follow two-step directions.	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
LL1.3.2: Demonstrate understanding of simple questions and requests.	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
LL1.3.3: Answer some simple “who,” “what” and “where” questions.	T2TG pp. 97, 98, 142 T3TG pp. 40, 86, 102, 108 T4TG pp. 28, 62, 130 T5TG pp. 62, 120, 130 T6TG pp. 54, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89
LL1.3.4: Listen and respond attentively to simple conversations.	T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89
LL1.3.5: Use phrases and/or simple sentences and questions.	T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 144, 143 T6TG pp. 40, 62, 120, 142 T7TG pp. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
LL1.3.6: Ask “why” questions.	T1TG pp. 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 141 T8TG pp. 39, 67, 73, 107, 141, 144

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LL1.3.7: With prompting and support, act out familiar stories, rhymes and fingerplays.	<i>This activity happens each week in the Learning Centers.</i>
LL1.3.8: Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home.	T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157
LL1.3.9: Ask questions that may incorporate expanding vocabulary.	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
LL1.4.1: Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos.	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
LL1.4.2: Listen and respond attentively to conversations.	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
LL1.4.3: With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion).	T1TG p. 61 T2TG p. 148 T3TG pp. 28, 96, 148 T4TG p. 80 T5TG pp. 96, 148 T6TG pp. 28, 46, 62, 79, 80
LL1.4.4: Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking.	<i>This activity happens each week in the Learning Centers.</i> 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

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LL1.4.5: Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people.	T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157
LL1.4.6: Ask questions about a specific topic, activity, and/or text read aloud.	T1TG pp. 40, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 141 T8TG pp. 39, 67, 73, 107, 141, 144
LANGUAGE	
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.	
LL2.3.1: With prompting and support, demonstrate understanding of simple concepts such as opposites and positions.	T1TG pp. 69, 79 T4TG pp. 29, 35 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 40, 41, 62, 67, 115, 144 T8TG p. 135
LL2.3.2: Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud.	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156
LL2.4.1: Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons.	T1TG pp. 69, 79 T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157 T4TG pp. 29, 35 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 40, 41, 62, 67, 115, 144 T8TG p. 135
LL2.4.2: Use new vocabulary acquired through conversations, activities, or listening to texts read aloud.	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156

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READING: LITERATURE AND INFORMATION IN PRINT	
Standard LL 3: Develop an interest in books and their characteristics.	
LL3.3.1: Find a specific book by looking at the cover.	<i>This activity happens each week in the Learning Centers.</i>
LL3.3.2: Identify the front cover of a book.	T1TG p. 143 T2TG pp. 83, 117, 123, 151, 157 T3TG pp. 49, 83, 89 T4TG pp. 117, 123 T6TG pp. 117, 123 T8TG pp. 117, 123
LL3.3.3: Hold book properly and look at pages of a book from left to right, pretending to read.	T1TG pp. 117, 123, 151 T2TG p. 49 T4TG p. 83 T6TG pp. 47, 55, 83, 89, 151, 157
LL3.3.4: Imitate teacher reading a story.	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
LL3.3.5: With prompting and support, demonstrate and understand that people write stories and draw pictures in books.	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34
LL3.3.6: Shows an interest in illustrations.	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 149 T3TG pp. 28, 53, 155 T4TG pp. 28, 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154
LL3.4.1: Demonstrates how books are read, such as front-to-back and one page at a time.	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
LL3.4.2: With prompting and support, describe the role of the author and illustrator of a text.	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34

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Standard LL 4: Comprehend stories and information from books and other print materials.	
LL4.3.1: Answer simple questions about print that has been read aloud several times.	T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 52, 75
LL4.3.2: Retell a simple story with pictures or other props to use as prompts.	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
LL4.3.3: With prompting and support, identify characters from a story and information from an informational text read aloud.	T1TG pp. 62, 68, 97, 102, 103, 136, 143, 151 T2TG pp. 28, 35, 41, 68, 69, 102, 130, 136, 143, 151, 157 T3TG pp. 34, 41, 49, 68, 69, 75, 83, 87, 89, 102, 103, 117, 136, 137, 143 T4TG pp. 34, 49, 68, 69, 75, 83, 89, 102, 137 T5TG pp. 55, 68, 69, 102, 103, 136, 137 T6TG pp. 28, 34, 68, 81, 86, 102, 103, 104, 110, 136, 137, 143, 156 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 49, 52, 55, 68, 75, 102, 123, 136
LL4.3.4: With prompting and support, talk about unknown vocabulary words in a text or story read aloud.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
LL4.3.5: Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple).	T1TG p. 62 T3TG p. 83 T4TG pp. 49, 55, 83, 89, 102, 117, 136, 151, 157 T5TG p. 136 T6TG pp. 47, 68
LL4.3.6: Use pictures and illustrations of a text to tell a story.	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 149 T3TG pp. 28, 53, 155 T4TG pp. 28, 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154
LL4.3.7: With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud.	T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 52, 75

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LL4.3.8: Demonstrate understanding of what will happen next in familiar stories.	T3TG p. 34 T7TG p. 115 T8TG p. 28
LL4.4.1: With prompting and support, ask and answer questions about print that is read aloud.	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
LL4.4.2: With prompting and support, retell parts of a favorite story in sequence (first, next, and last).	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
LL4.4.3: With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud.	T1TG pp. 62, 68, 97, 102, 103, 136, 143, 151 T2TG pp. 28, 35, 41, 68, 69, 102, 130, 136, 143, 151, 157 T3TG pp. 34, 41, 49, 68, 69, 75, 83, 87, 89, 102, 103, 117, 136, 137, 143 T4TG pp. 34, 49, 68, 69, 75, 83, 89, 102, 137 T5TG pp. 55, 68, 69, 102, 103, 136, 137 T6TG pp. 28, 34, 68, 81, 86, 102, 103, 104, 110, 136, 137, 143, 156 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 49, 52, 55, 68, 75, 102, 123, 136
LL4.4.4: With prompting and support, ask and answer questions about unknown words in a text read aloud.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
LL4.4.5: Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities.	T1TG pp. 40, 88, 120, 144 T2TG pp. 27, 33, 35, 64, 74, 80, 88, 96, 102, 103, 104, 109, 110, 122, 123, 132, 136, 137, 138, 144, 150, 151, 155, 156 T3TG pp. 27, 28, 33, 35, 36, 41, 68, 69, 71, 77, 82, 83, 88, 150, 151 T4TG pp. 34, 36, 41, 53, 74, 75, 148, 154 T5TG pp. 34, 44, 96, 119 T6TG pp. 28, 29, 35, 36, 40, 41, 42, 47, 68, 69, 74, 80, 82, 83, 97, 103, 108, 109, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 34, 54, 74, 75, 82, 99 T8TG pp. 40, 108, 110, 116, 122, 149, 150, 156
LL4.4.6: Recognize that texts can be stories (make-believe) or real (give information).	T1TG p. 62 T3TG p. 83 T4TG pp. 49, 55, 83, 89, 102, 117, 136, 151, 157 T5TG p. 136 T6TG pp. 47, 68

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LL4.4.7: With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts.	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 149 T3TG pp. 28, 53, 155 T4TG pp. 28, 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154
LL4.4.8: With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas.	T5TG pp. 52, 117
LL4.4.9: Based on the title and/or pictures/illustrations, predict what might happen in a story before it is read.	T1TG p. 104 T2TG p. 143 T3TG pp. 41, 62, 83, 117 T4TG pp. 49, 64, 83, 117 T5TG pp. 28, 83, 114, 109, 117, 151 T6TG pp. 83, 96, 114, 117 T7TG pp. 28, 117, 151 T8TG pp. 83, 98, 114, 117, 151
READING: FOUNDATIONAL SKILLS	
Standard LL 5: Demonstrate understanding of the organization and basic features of print.	
LL5.3.1: With prompting and support, track across a page or along printed words from top to bottom and left to right.	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
LL5.3.2: Identify name on personal property.	T1TG pp. 47, 69, 75, 81, 115
LL5.3.3: With prompting and support, demonstrate an understanding that letters are combined to make words.	T1TG pp. 35, 117, 137, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 117, 151 T4TG pp. 49, 83, 111, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151
LL5.3.4: Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters).	T1TG pp. 41, 47, 85, 105, 139, 149 T2TG pp. 35, 47, 69, 71, 81, 97, 105, 115, 123, 131, 139, 149, 157 T3TG pp. 29, 37, 47, 63, 69, 71, 81, 89, 97, 105, 115, 139 T4TG pp. 29, 37, 63, 71, 105, 115, 139, 149 T5TG pp. 37, 71, 81, 105, 139 T6TG pp. 35, 47, 63, 81, 89, 97, 103, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 37, 71, 81, 89, 105, 115, 139, 149 T8TG pp. 29, 35, 43, 63, 69, 97, 103, 131, 137
LL5.3.5: Identify some letters in own name.	T1TG pp. 47, 69, 75, 81, 115

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LL5.4.1: With prompting and support, demonstrate that print is read left to right and top to bottom.	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
LL5.4.2: With limited guidance, track across a page or along printed words from top to bottom and left to right.	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
LL5.4.3: With prompting and support, identify own first name in print among two to three other names; point to printed name when asked.	T1TG pp. 47, 69, 75, 81, 115
LL5.4.4: With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters).	T1TG p. 143 T3TG pp. 49, 75, 83, 89, 109, 117, 123 T4TG p. 143 T7TG pp. 83, 89, 117, 123
LL4.4.5: Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet.	T1TG pp. 41, 47, 85, 105, 139, 149 T2TG pp. 35, 47, 69, 71, 81, 97, 105, 115, 123, 131, 139, 149, 157 T3TG pp. 29, 37, 47, 63, 69, 71, 81, 89, 97, 105, 115, 139 T4TG pp. 29, 37, 63, 71, 105, 115, 139, 149 T5TG pp. 37, 71, 81, 105, 139 T6TG pp. 35, 47, 63, 81, 89, 97, 103, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 37, 71, 81, 89, 105, 115, 139, 149 T8TG pp. 29, 35, 43, 63, 69, 97, 103, 131, 137
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
LL6.3.1: With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs.	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
LL6.3.2: With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word).	T1TG pp. 139, 143, 157 T2TG pp. 37, 41
LL6.3.3: With prompting and support, show an awareness of beginning sounds in words.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89

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LL6.3.4: With prompting and support, attend to activities or word play that emphasizes beginning sounds in words.	T2TG pp. 43, 77, 111, 145 T3TG pp. 77, 79, T5TG pp. 41, 55 T6TG pp. 67, 139 T7TG p. 111
LL6.3.5: Engage in word play activities in songs and rhymes.	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
LL6.4.1: With prompting and support, recognize and produce rhyming words.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 115, 139, 143, 145, 157 T3TG pp. 43, 47, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 115, 145, 147 T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 105, 109, 111, 121, 123, 145 T7TG pp. 34, 43, 71, 75, 77, 89, 111, 143, 145 T8TG pp. 29, 63, 97, 131
LL6.4.2: With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions.	T1TG pp. 30, 36, 42 T3TG pp. 71, 75, 89, 136 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
LL6.4.3: With prompting and support, orally blend onset and rime in single syllable spoken words.	T3TG pp. 105, 109, 123 T4TG pp. 37, 41, 55, 73, 109, 123
LL6.4.4: Repeat alliteration during word play in order to recognize words with a common initial (first) sound.	T2TG pp. 47, 81, 115 T3TG pp. 47, 81, 115, 149 T5TG pp. 81, 115, 149 T6TG pp. 47, 81, 115, 149
WRITING	
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
LL7.3.1: Experiment with a variety of writing tools, materials, and surfaces.	<i>This activity happens each week in the Learning Centers.</i> T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
LL7.3.2: Use early stages of writing to form shapes and letter-like symbols to convey ideas.	<i>This activity happens each week in the Learning Centers.</i> T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
LL7.3.3: Engage in tactile experiences creating letters and other forms.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 105, 139 T2TG pp. 37, 71, 105, 139 T3TG pp. 37, 71, 105, 139 T4TG pp. 37, 71, 105, 139 T5TG pp. 37, 71, 105, 139 T6TG pp. 37, 71, 105, 139 T7TG pp. 37, 71, 105, 139

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LL7.3.4: Imitate marks made by adult or older child (approximations).	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145
LL7.3.5: Describe picture and/or dictate story to caretaker.	T1TG pp. 96, 99, 102, 133
LL7.3.6: With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games).	<i>This activity happens each week in the Learning Centers.</i> T5TG p. 146 T8TG pp. 43, 111
LL7.4.1: Use a variety of writing tools in an appropriate manner showing increasing muscular control.	<i>This activity happens each week in the Learning Centers.</i> T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
LL7.4.2: Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event.	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
LL7.4.3: With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games).	<i>This activity happens each week in the Learning Centers.</i> T5TG p. 146 T8TG pp. 43, 111

Physical Well-Being and Motor Development

MOTOR SKILLS AND PHYSICAL FITNESS

Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.

PM1.3.1: Use arms and legs for balance and motor control when walking, jumping, throwing and climbing.	T1TG pp. 73, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
PM1.3.2: Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities.	T3TG pp. 147, 153 T4TG p. 147 T5TG p. 141 T6TG p. 45 T8TG p. 135
PM1.4.1: Use the whole body for balance and motor control when walking, jumping, throwing and climbing.	T1TG pp. 73, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
PM1.4.2: Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities.	T3TG pp. 147, 153 T4TG p. 147 T5TG p. 141 T6TG p. 45 T8TG p. 135

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Standard PM 2: Develop small muscle control and coordination.	
PM2.3.1: Use hands, fingers, and wrists for a wide variety of tasks and activities.	T1TG p. 138 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 139, 145
PM2.3.2: Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon).	T1TG pp. 138, 144 T2TG pp. 145, 157 T3TG pp. 65, 111, 116 T5TG pp. 71, 77, 105, 111, 139, 145 T6TG p. 146 T7TG pp. 31, 65, 145 T8TG pp. 37, 71, 105, 139
PM2.4.1: Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles.	T1TG p. 138 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 139, 145
PM2.4.2: Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).	T1TG pp. 138, 144 T2TG pp. 145, 157 T3TG pp. 65, 111, 116 T5TG pp. 71, 77, 105, 111, 139, 145 T6TG p. 146 T7TG pp. 31, 65, 145 T8TG pp. 37, 71, 105, 139
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.	
PM3.3.1: Seek out a variety of physical activities such as games and indoor/outdoor play.	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
PM3.3.2: Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball).	T3TG pp. 147, 153 T4TG pp. 73, 96, 114, 119, 120, 147 T5TG p. 141 T6TG p. 45 T8TG p. 135
PM3.4.1: Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness.	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
PM3.4.2: Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball).	T3TG pp. 147, 153 T4TG pp. 73, 96, 114, 119, 120, 147 T5TG p. 141 T6TG p. 45 T8TG p. 135

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HEALTH AND HYGIENE	
Standard PM 4: Develop appropriate health and hygiene skills.	
PM4.3.1: Identify foods (real or pictures) that are healthy and less healthy for the body.	T2TG p. 112 T4TG pp. 46, 62, 65, 67, 68, 74, 85, 86, 87 T6TG pp. 95, 97, 113 T7TG p. 33
PM4.3.2: Select from a variety of healthy foods that are offered.	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 9
PM4.3.3: Carry out most personal care routines with minimal adult guidance and assistance.	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
PM4.3.4: Sleep or rest for a sufficient amount of time to support healthy development of their body.	T4TG pp. 28, 33, 40, 121
PM4.4.1: Identify different foods and the corresponding food group according to “My Plate.”	T2TG p. 112 T4TG pp. 46, 62, 65, 67, 68, 74, 85, 86, 87 T6TG pp. 95, 97, 113 T7TG p. 33
PM4.4.2: Give a simple explanation as to why a particular food is healthy or unhealthy.	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 95
PM4.4.3: Exhibit good hygiene habits and manage age-appropriate personal care routines on own.	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
PM4.4.4: Get sufficient sleep and rest to support healthy development of their body.	T4TG pp. 28, 33, 40, 121
SAFETY	
Standard PM 5: Demonstrate safe behaviors.	
PM5.3.1: Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision.	T1TG pp. 62, 67, 68, 85, 87 T2TG pp. 120, 130, 135, 136, 142, 146, 147, 148, 154 T7TG p. 53 T8TG pp. 87, 121
PM5.3.2: State safety rules and follow them with guidance from adults.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
PM5.4.1: Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision.	T1TG pp. 62, 67, 68, 85, 87 T2TG pp. 120, 130, 135, 136, 142, 146, 147, 148, 154 T7TG p. 53 T8TG pp. 87, 121
PM5.4.2: Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.).	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87

Social-Emotional Development**SOCIAL RELATIONSHIPS****Standard SE 1: Develop healthy relationships and interactions with peers and adults.**

SE1.3.1: Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt).	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
SE1.3.2: Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions.	T1TG pp. 34, 52, 86, 96, 102, 107, 108, 121, 130, 154, 155 T2TG pp. 53, 87, 141, 155 T3TG pp. 53, 96, 102, 114, 121 T5TG pp. 29, 53, 130, 155 T7TG pp. 53, 87
SE1.3.3: Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities).	T2TG pp. 5, 28, 40, 46 T3TG pp. 53, 130, 131, 153, 154, 155 T7TG p. 143
SE1.3.4: Work or play cooperatively with other children with some direction from adults.	TT1TG p. 135 T2TG p. 151 T7TG p. 150 T8TG pp. 132, 138, 153
SE1.3.5: Resolve conflict with peers by following suggestions from an adult.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
SE1.3.6: Show affection for adults that care for him/her on a regular basis.	T4TG p. 53 T5TG p. 129
SE1.3.7: Demonstrate interactions with a few adults who are less familiar.	T4TG pp. 33, 34, 53, 135 T5TG p. 63
SE1.3.8: Occasionally play with the same one or two children for a short time.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87 T8TG p. 87
SE1.3.9: Describe one or two children as their friends.	T1TG pp. 46, 130, 154, 155
SE1.3.10: Join in with a small group of children.	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
SE1.4.1: Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others).	T1TG pp. 34, 86, 96, 107, 108, 121, 130, 154, 155 T2TG pp. 53, 87, 141, 155 T3TG pp. 53, 96, 102, 114, 121 T5TG pp. 53, 130, 155 T7TG pp. 53, 87
SE1.4.2: Express empathy and sympathy for others.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155

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SE1.4.3: Demonstrate understanding of how one’s words and actions affect others.	T1TG pp. 34, 86, 96, 107, 108, 121, 130, 154, 155 T2TG pp. 53, 87, 141, 155 T3TG pp. 53, 96, 102, 114, 121 T5TG pp. 53, 130, 155 T7TG pp. 53, 87
SE1.4.4: Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities).	T2TG pp. 5, 28, 40, 46 T3TG pp. 53, 130, 131, 153, 154, 155 T7TG p. 143
SE1.4.5: Play cooperatively with small group of peers for a sustained time.	<i>This activity happens each week in the Learning Centers and outdoor time.</i> T1TG p. 135 T8TG p. 153
SE1.4.6: Demonstrate cooperation with peers by sharing, taking turns, etc.	T1TG pp. 95, 112, 121 T2TG p. 87 T5TG p. 117
SE1.4.7: Resolve conflict with peers on their own sometimes.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
SE1.4.8: Seek help from adults when in conflict with peer, if needed.	T1TG pp. 96, 102 T8TG p. 133
SE1.4.9: Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving.	T4TG p. 53 T5TG p. 129
SE1.4.10: Develop and maintain positive relationships with peers.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
SELF-CONCEPT AND SELF-EFFICACY	
Standard SE 2: Develop positive self-identify and sense of belonging.	
SE2.3.1: Recognize self in terms of basic preferences, characteristics, and skills.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46, 96 T3TG p. 129 T7TG pp. 129, 147
SE2.4.1: Describe self, referring to characteristics, preferences, thoughts, and feelings.	T1TG pp. 79, 119, 135, 141, 148 T2TG pp. 28, 46, 96 T3TG p. 129 T5TG p. 109 T7TG pp. 129, 147
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
SE3.3.1: Demonstrate confidence in completing familiar tasks.	T1TG pp. 39, 119 T4TG p. 79 T5TG pp. 40, 51, 121 T6TG p. 51 T7TG p. 121

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SE3.3.2: Actively explore the environment and begin to try new experiences.	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
SE3.3.3: Make choices between two or three options (e.g., chooses milk or juice).	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
SE3.4.1: Demonstrate confidence in range of abilities and express pride in accomplishments.	T1TG pp. 39, 119 T4TG p. 79 T5TG pp. 40, 51, 121 T6TG p. 51 T7TG p. 121
SE3.4.2: Attempt new experiences with confidence.	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
SE3.4.3: Make choices or decisions from a range of options.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
SELF-REGULATION	
Standard SE 4: Regulate own emotions and behavior.	
SE4.3.1: Recognize and name basic emotions (happy, mad, sad) in self.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
SE4.3.2: Express own ideas, interests, and feelings through words or actions.	T1TG pp. 28, 51, 62, 86, 99, 102, 123, 157 T2TG pp. 45, 86, 120, 121, 155, 157 T3TG pp. 27, 52, 53, 61, 89 T4TG pp. 70, 97, 109, 130 T5TG pp. 115, 133, 149 T6TG pp. 51, 52, 78, 87, 89, 131, 143, 154, 155, 157 T7TG pp. 87, 155 T8TG pp. 34, 52, 86, 98, 102, 155
SE4.4.1: Recognize and accurately label the feelings of self.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
SE4.4.2: Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation.	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 pp. 27, 52, 55, 87 T8TG pp. 34, 155
Standard SE 5: Regulate attention, impulses, and behavior.	
SE5.3.1: With prompting and support, follow rules and routines.	T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51

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SE5.3.2: With prompting and support, respond appropriately during teacher-guided and child-initiated activities.	T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89
SE5.3.3: Cooperate and begin to focus attention during teacher-guided and child-initiated activities.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
SE5.3.4: With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.).	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 121 T2TG p. 87
SE5.4.1: Follow rules and routines and adapt to changes in rules and routines.	TT1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 120, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
SE5.4.2: Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
SE5.4.3: With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.).	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 121 T2TG p. 87



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