



# Maryland Early Learning Standards

# Correlation



# DIG: Develop. Inspire. Grow.™

## Correlated to the Maryland Early Learning Standards

**Please Note:**

This correlation includes the Maryland Early Learning Standards for three- and four-year-olds and the Maryland College and Career Readiness Prekindergarten Standards.

Prepared by:



**Domain: Language & Literacy**

**Strand: Reading Literature**

**Standard:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

3 Years  
Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).

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

4 Years  
A. Key Ideas & Details  
RL1: With modeling and prompting, answer questions about details in a text.

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

**Standard:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 Years  
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).

T1TG pp. 122, 136  
T2TG pp. 102, 120, 154  
T4TG p. 143  
T5TG pp. 46, 83, 109, 130, 136, 137  
T6TG pp. 34, 68, 75, 120, 136, 151, 154, 157  
T7TG pp. 49, 52, 62, 68, 75, 108, 109, 114  
T8TG pp. 34, 49, 83, 102, 117, 136, 151

4 Years  
A. Key Ideas & Details  
RL2: With modeling and support, retell familiar stories/poems.

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

**Standard:** Analyze how and why individuals, events, and ideas develop and interact over the course of text.

3 Years  
Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out).

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

4 Years  
A. Key Ideas & Details  
RL3: With modeling and support, identify characters, settings and major events in a story.

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

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Standard:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
3 Years Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	T1TG pp. 28, 96, 98, 149 T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104
4 Years A. Craft & Structure RL4: With modeling and support, answer questions about unknown words in stories and poems.	T1TG pp. 28, 36, 42, 96, 98, 121, 136, 149 T2TG pp. 28, 30, 34, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 34, 40, 98, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104
<b>Standard:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials).	T1TG pp. 49, 62, 68, 83, 102, 117, 123, 136 T2TG pp. 34, 49, 68, 89, 102, 117, 123, 130, 136, 151, 157 T3TG pp. 68, 81, 87, 102, 115, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136, 149, 151, 155 T5TG pp. 34, 47, 55, 68, 89, 102, 109, 115, 117, 123, 136, 143, 149, 151, 157 T6TG pp. 28, 34, 47, 55, 68, 80, 81, 83, 86, 102, 104, 110, 136, 156 T7TG pp. 34, 41, 55, 68, 83, 89, 102, 109, 130, 136, 143, 149, 157 T8TG pp. 34, 41, 49, 55, 68, 102, 75, 89, 109, 123, 136, 143, 149, 157
4 Years A. Craft & Structure RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).	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
<b>Standard:</b> Assess how point of view or purpose shapes the content and style of a text.	
3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	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
4 Years A. Craft & Structure RL6: With modeling and support, identify the role of 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

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Standard:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 149 T3TG pp. 28, 53, 136, 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, 83, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154
4 Years A. Integration of Knowledge & Ideas RL7: With modeling and support, tell how the illustrations support the story.	T1TG p. 34 T2TG p. 68 T4TG pp. 68, 148 T5TG p. 49 T6TG pp. 41, 68, 75, 117, 136 T7TG pp. 86, 117, 123
<b>Standard:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Integration of Knowledge & Ideas RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.	T1TG p. 34 T2TG p. 34 T3TG p. 34 T4TG p. 34 T5TG pp. 34, 52, 117 T6TG p. 34 T7TG p. 34 T8TG p. 34
<b>Standard:</b> Read and comprehend complex literary and informational texts independently and proficiently.	
3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).	T1TG pp. 28, 34, 46, 52, 104 T2TG pp. 34, 47, 86, 115, 136, 143 T3TG pp. 34, 41, 62, 83, 115, 117, 136, 149, 154 T4TG pp. 49, 52, 64, 68, 83, 115, 117, 136, 149, 151, 155 T5TG pp. 28, 34, 41, 53, 49, 75, 83, 86, 87, 104, 109, 114, 115, 117, 136, 151, 155 T6TG pp. 83, 87, 96, 114, 117, 123, 136 T7TG pp. 28, 86, 117, 121, 151, 154 T8TG pp. 41, 52, 68, 75, 83, 87, 98, 109, 114, 117, 136, 143, 151
4 Years A. Range of Reading and Level of Text Complexity RL10: Actively engage in group reading activities with purpose and understanding.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Reading Informational Text</b>	
<b>Standard:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>3 Years</p> <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about).</p>	<p>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</p>
<p>4 Years</p> <p>A. Key Ideas &amp; Details</p> <p>RI1: With modeling and support, answer questions about details in an informational text.</p>	<p>T1TG pp. 62, 68, 102, 136  T2TG pp. 68, 102, 130, 136, 151, 157  T3TG pp. 68, 87, 102, 132, 136  T4TG pp. 49, 68, 83, 89, 102, 117, 136  T5TG pp. 55, 68, 102, 136  T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156  T7TG pp. 34, 68, 83, 89, 102, 130, 136  T8TG pp. 49, 55, 68, 102, 123, 136</p>
<b>Standard:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<p>3 Years</p> <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).</p>	<p>T1TG p. 34  T2TG p. 68  T4TG pp. 68, 148  T5TG p. 49  T6TG pp. 41, 68, 75, 117, 136  T7TG pp. 86, 117, 123</p>
<p>4 Years</p> <p>A. Key Ideas &amp; Details</p> <p>RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p>	<p>T1TG pp. 62, 68, 102, 136  T2TG pp. 68, 102, 130, 136, 151, 157  T3TG pp. 68, 87, 102, 132, 136  T4TG pp. 49, 68, 83, 89, 102, 117, 136  T5TG pp. 55, 68, 102, 136  T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156  T7TG pp. 34, 68, 83, 89, 102, 130, 136  T8TG pp. 49, 55, 68, 102, 123, 136</p>
<b>Standard:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
<p>3 Years</p> <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book).</p>	<p>T4TG pp. 149, 151  T5TG pp. 47, 151  T6TG pp. 83, 89  T7TG p. 49  T8TG pp. 47, 81, 115</p>
<p>4 Years</p> <p>A. Key Ideas &amp; Details</p> <p>RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p>	<p>T1TG pp. 28, 34, 46, 52  T2TG pp. 34, 47, 86, 115, 136  T3TG pp. 34, 52, 115, 136, 149, 154  T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155  T5TG pp. 34, 41, 53, 49, 75, 86, 87, 104, 109, 115, 136, 155  T6TG pp. 87, 117, 123, 136  T7TG pp. 86, 121, 151, 154  T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143</p>

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<b>Standard:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
3 Years Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	T1TG pp. 28, 96, 98, 149 T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104
4 Years A. Craft & Structure RI4: With modeling and support, answer questions about unknown words in a text.	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
<b>Standard:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials).	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
4 Years A. Craft & Structure RI5: With modeling and support identify the front cover, and back 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
<b>Standard:</b> Assess how point of view or purpose shapes the content and style of a text.	
3 Years Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	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
4 Years A. Craft & Structure RI6: With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in 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

**Standard:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

3 Years  
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).

T1TG p. 27  
T2TG p. 68  
T3TG p. 35  
T5TG pp. 30, 36, 42, 52, 68, 70, 76, 97, 102, 131  
T6TG p. 63  
T7TG pp. 68, 122  
T8TG p. 144

4 Years  
A. Integration of Knowledge and Ideas  
RI7: With modeling and support, tell how the illustrations/ photographs support the text.

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

**Standard:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

3 Years  
Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book).

T1TG pp. 97, 103, 143, 151  
T2TG pp. 28, 35, 41, 69, 143  
T3TG pp. 28, 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, 115, 103, 131, 137, 143  
T8TG pp. 28, 52, 75

4 Years  
A. Integration of Knowledge and Ideas  
RI8: With modeling and support identify the reasons an author gives to support points in a text.

T1TG pp. 34  
T4TG pp. 34  
T5TG pp. 34  
T7TG pp. 34  
T8TG pp. 34

**Standard:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

3 Years  
*Not expected at this level.*

N/A

4 Years  
A. Integration of Knowledge and Ideas  
RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).

T5TG pp. 52, 117  
T8TG pp. 49, 117

**Standard:** Read and comprehend complex literary and informational texts independently and proficiently.

3 Years  
Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about).

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



Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
4 Years A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
<b>Strand: Reading Foundational Skills</b>	
<b>Standard:</b> RF1 Demonstrate understanding of the organization and basic features of print.	
3 Years Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).	T1TG p. 143 T3TG pp. 49, 75, 83, 89, 109, 117, 123 T4TG p. 143 T5TG p. 81 T7TG pp. 83, 89, 117, 123
4 Years A. Print Concepts RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	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
RF1.b: Recognize that spoken words can be written and read.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157
RF1.c: Understand that words are separated by spaces in print.	T1TG p. 143 T3TG pp. 49, 75, 83, 89, 109, 117, 123 T4TG p. 143 T7TG pp. 83, 89, 117, 123
RF1.d: Recognize and name some upper and lowercase 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
<b>Standard:</b> RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
3 Years Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).	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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4 Years A. Phonological Awareness RF2.a: Recognize 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, 81, 77, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131
RF2.b: Identify and isolate individual words in a spoken sentence.	T1TG pp. 139, 143, 157 T2TG pp. 37, 41
RF2.c: Count, pronounce, blend, and segment syllables in spoken words.	T2TG pp. 105, 109, 123 T3TG pp. 71, 75, 89, 136 T4TG pp. 139, 143, 145, 157
RF2.d: Blend and segment onsets and rimes of single syllable spoken words.	T2TG pp. 105, 109, 123 T3TG pp. 71, 75, 89, 105, 109, 123, 136 T4TG pp. 37, 41, 55, 73, 109, 123, 139, 143, 145, 157
RF2.e: Isolate and pronounce the initial sound in spoken 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
RF2.f: Orally blend and segment individual phonemes in two- to-three phoneme words.	T3TG pp. 105, 109, 123 T4TG pp. 37, 41, 55, 73, 109, 123
<b>Standard:</b> Know and apply grade- level phonics and word analysis skills in decoding words.	
3 Years Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).	T1TG p. 129 T7TG pp. 73, 153
4 Years A. Phonics & Word Recognition RF3.a: Recognize that words are made up of letters and their sounds.	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
RF3.b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.	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
RF3.c: Recognize name in print as well as some environmental print (symbols/words).	T1TG p. 47, 69, 75, 81, 115, 129 T7TG pp. 73, 153

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<b>Standard:</b> Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.	
3 Years Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read).	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
4 Years A. Fluency RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	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
<b>Strand: Writing</b>	
<b>Standard:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
4 Years A. Text Types and Purposes W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	T2TG pp. 31, 65 T3TG pp. 31, 154 T4TG pp. 86, 99 T5TG pp. 86, 99, 154 T7TG p. 31
<b>Standard:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
4 Years A. Text Types and Purposes W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
<b>Standard:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
4 Years A. Text Types & Purposes W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	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, 145 T6TG pp. 65, 99, 133 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 43, 65, 77, 99, 111, 133, 145
<b>Standard:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Production and Distribution of Writing W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	T6TG p. 139 T8TG pp. 99, 133
<b>Standard:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
3 Years Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall).	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
4 Years A. Production and Distribution of Writing W6: With prompting and support from adults, explore a variety of digital tools to express ideas.	T5TG pp. 145, 146 T6TG p. 133 T8TG pp. 43, 77, 111, 145
<b>Standard:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Research to Build and Present Knowledge W7: Participate in shared research and shared writing projects.	T2TG pp. 52, 86, 96, 102, 120, 130, 136, 154 T3TG pp. 52, 86 T4TG pp. 86, 120 T5TG pp. 28, 62 T6TG pp. 52, 86, 120, 144, 154 T7TG p. 86 T8TG p. 154
<b>Standard:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Research to Build and Present Knowledge W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	T2TG pp. 130, 136 T5TG pp. 133, 139 T6TG p. 154 T7TG p. 86 T8TG p. 34

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<b>Strand: Speaking &amp; Listening</b>	
<b>Standard:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<p>3 Years</p> <p>Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).</p>	<p>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</p>
<p>4 Years</p> <p>A. Comprehension and Collaboration</p> <p>SL1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>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</p>
<p>SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).</p>	<p>T1TG p. 80  T3TG pp. 40, 102  T8TG pp. 46, 80, 99, 114, 148, 151</p>
<p>SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.</p>	<p>T1TG p. 80  T3TG pp. 40, 102  T8TG pp. 46, 80, 99, 114, 148, 151</p>
<b>Standard:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<p>3 Years</p> <p>Demonstrate active listening skills (e.g., ask questions about what has been heard).</p>	<p>T1TG pp. 28, 148, 137  T2TG p. 62  T3TG pp. 40, 121  T4TG pp. 39, 34, 107, 154  T5TG pp. 110, 114, 138, 156  T6TG p. 77  T7TG pp. 61, 156, 135  T8TG pp. 149, 151</p>
<p>4 Years</p> <p>A. Comprehension and Collaboration</p> <p>SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p>	<p>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</p>
<b>Standard:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
<p>3 Years</p> <p>Show understanding and respond to simple directions and requests (e.g., begin to ask "how" and "why" questions).</p>	<p>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</p>

Maryland Early Learning Standards	<i>DIG: Develop. Inspire. Grow.™</i>
4 Years A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	T1TG p. 54 T5TG p. 132
<b>Standard:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
3 Years Demonstrate active listening skills (e.g., retell, and relate to what has been heard).	T1TG pp. 28, 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 131, 132, 142, 144, 154 T3TG pp. 40, 45, 61, 62, 108, 109, 119, 150, 153 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 131, 137, 150, 153 T5TG pp. 27, 28, 39, 40, 46, 73, 75, 110, 131, 143, 148, 150, 155 T6TG pp. 35, 45, 54, 61, 74, 81, 86, 88, 102, 122, 135, 148, 154 T7TG pp. 27, 62, 114, 144, 156 T8TG pp. 31, 52, 54, 73, 76, 85, 88, 89
4 Years A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events with modeling and support.	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, T5TG pp. 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
<b>Standard:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
3 Years Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects).	T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
4 Years A. Presentation of Knowledge and Ideas SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.	T1TG p. 87 T4TG pp. 46, 131 T5TG pp. 74, 121, 145, 156 T6TG p. 75, 139 T8TG pp. 31, 37, 65, 71
<b>Standard:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
3 Years Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time).	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
4 Years A. Presentation of Knowledge and Ideas SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Language</b>	
<b>Standard:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
<p>3 Years</p> <p>Use more conventions of speech when speaking (e.g., use 's' at the end of plurals and 'ed' for past tense, use plurals, pronouns and possessive words such as "my" and "his").</p>	<p>T1TG p. 35  T2TG p. 40  T3TG p. 41, 115  T4TG p. 39, 80  T5TG p. 81, 83, 137, 141, 156  T6TG pp. 62, 73, 107, 108, 142  T7TG pp. 79, 81, 86, 102  T8TG pp. 29, 40, 68, 107, 141</p>
<p>4 Years</p> <p>A. Conventions of Standard English</p> <p>L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p>	<p>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</p>
<p>L1.a: Print upper and lowercase letters in first name.</p>	<p>T1TG pp. 97, 105, 111, 131, 139, 145  T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145  T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139  T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139  T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139  T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139  T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139  T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145</p>
<p>L1.b: Use frequently occurring nouns and verbs.</p>	<p>T1TG p. 130  T2TG pp. 109, 155  T3TG pp. 28, 67  T4TG pp. 75, 143  T6TG pp. 28, 41, 42, 68, 74, 103, 109, 132, 137, 149, 148  T7TG p. 82</p>
<p>L1.c: Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).</p>	<p>T3TG p. 115  T4TG p. 80  T5TG pp. 81, 83  T7TG p. 81</p>
<p>L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).</p>	<p>T3TG pp. 83, 102, 136  T5TG p. 117  T7TG pp. 63, 75, 80, 81, 108</p>
<p>L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>T3TG p. 149  T5TG pp. 132, 144, 145, 156, 157  T7TG p. 41</p>
<p>L1.f: Produce complete sentences in shared language activities.</p>	<p>T3TG pp. 81, 108, 114, 148, 154  T4TG pp. 74, 80  T5TG p. 108  T7TG p. 88</p>
<b>Standard:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<p>3 Years</p> <p>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).</p>	<p>T2TG pp. 44, 80, 146  T3TG pp. 37, 112  T4TG p. 146  T6TG pp. 78, 86  T7TG p. 52  T8TG p. 86</p>

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
4 Years L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	T1TG pp. 52, 86, 120, 154 T2TG pp. 52, 86, 120, 154 T3TG pp. 52, 86, 96, 120, 154 T4TG pp. 52, 68, 86, 120, 143, 154 T5TG pp. 52, 86, 120, 130, 154 T6TG pp. 52, 86, 96, 120, 154 T7TG pp. 52, 86, 120, 154 T8TG pp. 52, 86, 120, 154
L2.a Recognize that their name begins with a capital letter.	T1TG pp. 99, 115, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).	T3TG p. 96 T4TG pp. 68, 143 T5TG p. 130 T6TG p. 96
L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
L2.d Develop fine motor skills necessary to control and sustain handwriting.	T8TG pp. 37, 71, 105, 139
<b>Standard:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
3 Years L3: (Begins in grade 2.)	N/A
4 Years L3: (Begins in grade 2.)	N/A
<b>Standard:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
3 Years Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	T1TG p. 27 T2TG p. 68 T3TG p. 35 T5TG pp. 30, 36, 42, 52, 68, 70, 76, 97, 102, 131 T6TG p. 63 T7TG pp. 68, 122 T8TG p. 144
4 Years A. Vocabulary Acquisition and Use L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.	T1TG pp. 28, 96, 98, 149 T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104



Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<b>Standard:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
3 Years Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, T5TG p. 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104
4 Years L6: Use words and phrases acquired through conversation, being read to, and responding to text.	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
<b>Domain: Mathematics</b>	
<b>Strand: Counting and Cardinality</b>	
<b>Standard:</b> Know number names and the count sequence.	
3 Years Show beginning interest in numerals and counting (e.g., recognize and name the numerals in a counting book).	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 T3TG p. 133 T4TG pp. 64, 70, 98, 104 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 104, 116 T8TG p. 139
4 Years A. Know Number Names and the Count Sequence PK.CC.1: Count verbally to ten by ones.	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
PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.	T1TG p. 30 T2TG pp. 30, 31, 37, 42, 43, 82, 88, 132 T4TG p. 36 T6TG p. 101 T8TG p. 138
PK.CC.3: Identify written numerals 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

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<b>Standard:</b> Count to tell the number of objects.	
<p>3 Years</p> <p>Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).</p>	<p>T1TG pp. 30, 36, 76</p> <p>T2TG pp. 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122</p> <p>T4TG pp. 49, 64, 70, 98, 104</p> <p>T6TG pp. 30, 31, 36, 37, 43, 54, 55, 88, 104, 116, 150</p> <p>T8TG p. 138, 139</p>
<p>4 Years</p> <p>A. Count to Tell the Number of Objects</p> <p>PK.CC.4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p>	<p>T1TG pp. 30, 36, 42, 76, 82</p> <p>T2TG pp. 49, 54, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138</p> <p>T3TG pp. 116, 117, 145</p> <p>T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138</p> <p>T5TG pp. 98, 150</p> <p>T6TG pp. 64, 77, 98, 116, 117, 144, 145, 150, 151, 156</p> <p>T7TG pp. 98, 116, 156</p> <p>T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139</p>
<p>PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p>	<p>T1TG pp. 30, 36, 76</p> <p>T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122</p> <p>T3TG p. 133</p> <p>T4TG pp. 64, 70, 98, 104</p> <p>T6TG pp. 30, 31, 36, 37, 54, 55, 88, 104, 116</p> <p>T8TG p. 139</p>
<p>PK.CC.4b: Recognize that the last number name said tells the number of objects counted.</p>	<p>T1TG pp. 76, 82</p> <p>T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150</p> <p>T3TG p. 39</p> <p>T4TG pp. 42, 37</p> <p>T5TG p. 151</p> <p>T6TG pp. 88, 105, 111, 116, 132, 144, 145, 150, 151, 156</p> <p>T7TG pp. 117, 156</p> <p>T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 70, 71, 76, 88, 98, 123, 138, 139, 143</p>
<p>PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.</p>	<p>T2TG pp. 70, 76, 77, 88, 89, 98, 99, 104, 105, 110, 111, 122, 123, 138, 150</p> <p>T3TG pp. 33, 39</p> <p>T4TG pp. 30, 36, 76, 82, 98, 104, 110, 116, 122</p> <p>T5TG p. 150</p> <p>T6TG pp. 64, 65, 70, 88, 89, 98, 105, 111, 144, 145, 150</p> <p>T8TG pp. 98, 123, 138, 139</p>
<p>PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p>	<p>T2TG pp. 76, 116</p> <p>T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157</p> <p>T6TG pp. 31, 37, 55, 99, 123</p> <p>T8TG pp. 110, 111</p>
<p>PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).</p>	<p>T2TG pp. 82, 151</p> <p>T4TG pp. 31, 37</p> <p>T6TG pp. 116, 117, 138, 145, 150</p>
<p>A. Compare Quantities</p> <p>PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p>	<p>T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151</p> <p>T4TG p. 82</p> <p>T5TG p. 150</p> <p>T6TG pp. 139, 151, 157</p> <p>T8TG p. 143</p>

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Operations &amp; Algebraic Thinking</b>	
<b>Standard:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
3 Years Show interest in quantity, measuring and number relationships (e.g., sing “Five Little Monkeys jumping on the Bed” and know that the next number is one less than the one before).	T4TG p. 144 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
4 Years A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157
PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).	T1TG pp. 102, 114 T8TG pp. 31, 37, 42, 43, 48, 49, 54, 55, 64, 70, 71, 76, 77, 79, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.	T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 123, 138, 144, 145, 156 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157
<b>Strand: Number and Operations in Base Ten</b>	
<b>Standard:</b> Work with numbers to gain foundations for place value.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Work with Numbers 0-10 to Gain Foundations for Place Value PK.NBT.1: Investigate the relationship between ten ones and ten.	T4TG pp. 122, 132, 133, 138, 156 T5TG p. 150
<b>Strand: Measurement &amp; Data</b>	
<b>Standard:</b> Describe and compare measurable attributes.	
3 Years Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other, tell a friend that he is taller than the tower he has built).	T3TG pp. 43, 77, 98, 99, 110, 122, 138, 139, 144, 145, 156, 157 T4TG pp. 150, 151 T6TG p. 79
4 Years A. Describe and Compare Measureable Attributes PK.MD.1: Describe measurable attributes of objects, such as length or weight.	T3TG pp. 43, 77, 98, 122 T6TG p. 79
PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
A. Sort Objects into Categories and Compare Quantities PK.MD.3: Sort objects into self-selected and given categories.	T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 82, 83 T5TG pp. 48, 65, 82, 83, 104, 105, 111 T7TG pp. 99, 116, 117 T8TG pp. 102, 132
PK.MD.4: Compare categories using words such as more or same.	T1TG p. 36 T5TG pp. 104, 105, 111, 132 T3TG pp. 98, 110 T7TG pp. 102, 116, 117, 120 T8TG p. 80
<b>Strand: Geometry</b>	
<b>Standard:</b> Identify and describe shapes/reason with shapes and their attributes.	
3 Years Show beginning interest in geometry (e.g., make symmetrical designs with shape blocks, find examples of shapes in the environment).	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
4 Years A. Identify and Describe Two- Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square, Which is a Special Rectangle) PK.G.1: Match like (congruent and similar) shapes.	T3TG pp. 41, 47 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
PK.G.2: Group the shapes by attributes.	T1TG pp. 76, 82, 111, 123, 139, T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking PK.G.3: Match and sort three-dimensional 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
PK.G.4: Describe three-dimensional objects using attributes.	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
PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.	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, 110, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Domain: Social Studies</b>	
<b>Strand: Political Science</b>	
<b>Standard:</b> Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.	
3 Years Have beginning understanding of consequences when following routines and recreating familiar events (e.g., try to follow the rules of a simple board game and become frustrated when not understanding why something has changed, help to clean up, saying, "We are a team").	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120
Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions between activities with a few reminders, use classroom materials respectfully).	T1TG pp. 45, 62, 74, 78, 80, 119, 146 T8TG pp. 103, 131, 137
Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where the teacher has shown where they belong).	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG pp. 85, 129 T7TG p. 87
4 Years A. The Foundations and Function of Government 1. Identify the importance of rules.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
2. Identify symbols and practices associated with the United States of America.	T1TG p. 9 T2TG p. 9 T3TG p. 9 T8TG p. 9
B. Individual and Group Participation in the Political System 1. Recognize people important to the American political system.	T1TG p. 9 T2TG p. 9 T3TG p. 9 T8TG p. 9
C. Protecting Rights and Maintaining Order 1. Identify the roles, rights, and responsibilities of being a member of the family and school.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96
<b>Strand: Peoples of the Nation and the World</b>	
<b>Standard:</b> Students will understand how people in Maryland, the United States and around the world are alike and different.	
3 Years Be able to better understand the feelings of other children (e.g., share a toy car with a child who cries because of not having one, watch other children to see how they react).	T1TG pp. 28, 34, 46, 52, 74, 96, 102, 108, 114, 120 T2TG pp. 78, 87, 95, 129 T4TG p. 44
Participate, with help, in the group life of the class (e.g., help to clean up after hearing the signal and being encouraged by you, join in group games such as playing "Farmer in the Dell").	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96
4 Years A. Elements of Culture 1. Identify themselves as individuals and members of families that have the same human needs as others.	T2TG pp. 62, 68, 74, 80, 96
B. Cultural Diffusion <i>Not expected at this level.</i>	N/A
C. Conflict and Compromise 1. Identify how groups of people interact.	T1TG pp. 114, 135

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Geography</b>	
<b>Standard:</b> Students will use geographic concepts and processes to understand location and its relationship to human activities.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Using Geographic Tools 1. Recognize that a globe and maps are used to help people locate places.	T3TG p. 135 T8TG pp. 102, 119, 120
B. Geographic Characteristics of Places and Regions 1. Recognize that places in the immediate environment have specific physical and human-made features.	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG p. 96, 101
C. Movement of People, Goods and Ideas 1. Identify the role of transportation in the community.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
D. Modifying and Adapting to the Environment 1. Describe how people adapt to their immediate environment.	T3TG pp. 78, 80, 86, 96, 102, 108, 114, 120, 130, 136, 142, 148, 149, 154
<b>Strand: Economics</b>	
<b>Standard:</b> Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Scarcity and Economic Decision-Making 1. Recognize that people have to make choices because of unlimited economic wants.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
2. Identify that materials/resources are used to make products.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
3. Explain how technology affects the way people live, work, and play.	T8TG pp. 28, 34, 39, 45, 46, 52, 96, 102, 108, 113, 120
B. Economic Systems and the Role of Government in the Economy 1. Identify types of local markets.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
2. (Indicator begins in Grade 3)	N/A
2. Identify how goods are acquired.	T8TG pp. 28, 34, 45, 46, 52, 74, 80, 85, 102, 108, 120, 130, 135, 136, 142, 147, 148, 154
<b>Strand: History</b>	
<b>Standard:</b> Students will use historical thinking skills to understand how individuals and events have changed society over time.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Change Over Time 1. Distinguish among past, present, and future time.	T3TG p. 80 T4TG p. 141 T5TG pp. 67, 85

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<b>Strand: Social Studies Skills and Processes</b>	
<b>Standard:</b> Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Learn to Read and Construct Meaning about Social Studies 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.	T1TG pp. 88, 98, 111, 132, 147, 156 T2TG pp. 48, 99, 105, 122, 132, 133, 138, 139, 144, 145, 150, 156, 157 T3TG pp. 30, 31, 36, 42, 43, 64, 65, 70, 76, 89 T8TG pp. 42, 64, 151
2. Use strategies to prepare for reading (before reading.)	T1TG pp. 117, 151 T2TG pp. 49, 117, 151 T8TG pp. 49, 83, 117, 151
3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).	T1TG pp. 117, 151 T2TG pp. 49, 117, 151 T8TG pp. 49, 83, 117, 151
4. Use strategies to demonstrate understanding of the text (after reading).	T1TG pp. 117, 151 T2TG pp. 49, 117, 151 T8TG pp. 49, 83, 117, 151
B. Learn to Write and Communicate Social Studies Understandings 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.	T1TG pp. 108, 142, 156 T2TG pp. 40, 74, 108, 142 T3TG pp. 40, 86, 108, 122, 142 T8TG pp. 40, 43, 74, 77, 108, 111, 142, 145
2. Locate, retrieve, and use information from various sources to accomplish a purpose.	T2TG pp. 130, 136 T8TG p. 34
C. Ask Social Studies Questions 1. Identify a topic that requires further study.	T8TG pp. 99, 133
2. Identify a situation or problem that requires study.	T8TG pp. 99, 133
D. Acquire Social Studies Information 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.	T2TG pp. 130, 136 T8TG p. 34
2. Engage in field work that relates to the topic/situation/ problem being studied.	T2TG pp. 130, 136 T8TG p. 34
E. Organize Social Studies Information 1. Organize information from non-print sources.	T8TG pp. 41, 75, 80
2. Organize information from print sources.	T2TG pp. 130, 136 T8TG p. 34
F. Analyze Social Studies Information 1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.	T1TG pp. 108, 142, 156 T2TG pp. 40, 74, 108, 142 T3TG pp. 40, 86, 108, 122, 142 T8TG pp. 40, 43, 74, 77, 108, 111, 142, 145
G. Answer Social Studies Questions 1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.	T4TG p. 121 T6TG p. 53 T8TG pp. 62, 65, 67, 68, 80, 86, 136

**Domain: Science**

**Strand: Skills & Processes**

**Standard:** Students will demonstrate the thinking and acting inherent in the practice of science.

<p>3 Years Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens).</p>	<p>T1TG p. 78 T2TG pp. 112, 113, 119 T5TG p. 30 T6TG pp. 95, 114 T7TG pp. 80, 95, 101, 113, 148</p>
<p>Seek information through observation, exploration and descriptive investigations with simple science tools (e.g., ask lots of “why” questions, use tools such as magnifying glass, balance scale and measuring cups for investigation, guess that a nut is inside an acorn, and confirm that prediction by breaking, with assistance, the acorn to find out).</p>	<p>T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130</p>
<p>Use more advanced problem solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled).</p>	<p>T5TG pp. 101, 102, 113, 120 T6TG pp. 61, 63, 95, 96, 102, 114, 131 T7TG pp. 51, 67, 80, 95, 96, 102, 112, 114, 136, 148, 154</p>
<p>Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other).</p>	<p>T6TG pp. 114, 153 T7TG pp. 80, 107, 120</p>
<p>Show interest in concepts such as matching and sorting according to a single criteria (e.g., help to put away the utensils, matching the large spoons with the other large spoons).</p>	<p>T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 82, 83 T5TG pp. 48, 65, 82, 83, 104, 105, 111 T7TG pp. 99, 116, 117 T8TG pp. 102, 132</p>
<p>4 Years A. Constructing Knowledge 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p>	<p>T1TG pp. 61, 62, 131 T4TG p. 130 T5TG pp. 133, 139, 145 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148</p>
<p>B. Applying Evidence and Reasoning 1. People are more likely to believe your ideas if you can give good reasons for them.</p>	<p>T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77</p>
<p>C. Communicating Scientific Information 1. Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same question.</p>	<p>T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77</p>
<p>D. Technology 1. Design and make things with simple tools and a variety of materials.</p>	<p>T5TG pp. 136, 141, 148 T7TG pp. 102, 107, 114</p>
<p>2. Practice identifying the parts of things and how one part connects to and affects another.</p>	<p>T6TG pp. 114, 153 T7TG pp. 80, 107, 120</p>
<p>3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p>	<p>T3TG p. 46 T4TG p. 78 T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110, 145</p>



Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Earth/Space</b>	
<b>Standard:</b> Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Materials and Processes That Shape A Planet <i>Not expected at this level.</i>	N/A
B. Earth History <i>Not expected at this level.</i>	N/A
C. Plate Tectonics <i>Not expected at this level.</i>	N/A
D. Astronomy <i>Not expected at this level.</i>	N/A
E. Interactions of Hydrosphere and Atmosphere 2. Describe the weather using observations.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
A. Diversity of Life 1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
B. Cells <i>Not expected at this level.</i>	N/A
C. Genetics 1. Observe, describe and compare different kinds of animals and their offspring.	T5TG p. 87 T6TG pp. 28, 33, 40, 46, 51, 52, 79, 80, 107, 108, 120, 130, 142, 148, 154 T7TG pp. 67, 73, 117
D. Evolution <i>Not expected at this level.</i>	N/A
E. Flow of Matter and Energy <i>Not expected at this level.</i>	N/A
F. Ecology <i>Not expected at this level.</i>	N/A
<b>Strand: Chemistry</b>	
<b>Standard:</b> Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
3 Years Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., watch the fish and tell that he likes the biggest one best).	T1TG p. 78 T2TG pp. 112, 113, 119 T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 101, 102, 108, 114, 130
4 Years A. Structure of Matter 1. Use evidence from investigations to describe the observable properties of a variety of objects.	T5TG p. 146 T6TG pp. 27, 51, 61, 63, 74, 96, 114 T7TG pp. 28, 34, 46, 62, 67, 68, 80, 86, 96, 102, 108, 114, 130, 133, 148
B. Conservation of Matter <i>Not expected at this level.</i>	N/A
C. States of Matter <i>Not expected at this level.</i>	N/A
D. Physical and Chemical Changes <i>Not expected at this level.</i>	N/A

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Physics</b>	
<b>Standard:</b> Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years <i>Not expected at this level.</i>	N/A
<b>Strand: Environmental Science</b>	
<b>Standard:</b> Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years <i>Not expected at this level.</i>	N/A
<b>Domain: Health</b>	
<b>Strand: Safety &amp; Injury Prevention</b>	
<b>Standard:</b> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
3 Years Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating rules for the class).	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
4 Years A. Emergencies 1. Recognize how to respond appropriately to emergency situations.	T1TG p. 68 T3TG p. 85, 87
B. Safety Rules & Procedures <i>Not expected at this level.</i>	N/A
<b>Strand: Nutrition &amp; Fitness</b>	
<b>Standard:</b> Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Responses to Food 1. Identify the relationship between food and the senses.	T4TG pp. 68, 74, 87 T6TG pp. 97, 113 T7TG p. 33
E. Food & Health 1. Recognize the relationship between food and health.	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 95
<b>Strand: Personal and Consumer Health</b>	
<b>Standard:</b> Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community services.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years <i>Not expected at this level.</i>	N/A

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Alcohol, Tobacco, and Other Drugs</b>	
<b>Standard:</b> Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years <i>Not expected at this level.</i>	N/A
<b>Strand: Family Life and Human Sexuality</b>	
<b>Standard:</b> Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development through the life cycle.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years <i>Not expected at this level.</i>	N/A
<b>Strand: Disease &amp; Prevention</b>	
<b>Standard:</b> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.	
3 Years Feel more grown up as he accomplishes self help and housekeeping tasks with reminders (e.g., take care of his own toileting needs and wash and dry his own hands).	T4TG pp. 27, 52, 87, 146 T5TG p. 121
4 Years <i>No standard included at this level.</i>	N/A
<b>Domain: Physical Education</b>	
<b>Strand: Skillfulness</b>	
<b>Standard:</b> Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.	
3 Years Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around, through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	T1TG p. 46, 116 T2TG p. 33, 64 T3TG p. 46, 87, 135 T4TG pp. 73, 96, 114, 119, 120 T5TG p. 141, 154 T6TG p. 27 T8TG p. 44
4 Years A. Fundamental Movement 1. Show fundamental movement skills.	T1TG pp. 44, 116, 143, 150, 155 T2TG pp. 33, 121 T3TG pp. 51, 85, 110, 122, 123 T4TG pp. 46, 78, 104, 110, 116, 122 T5TG pp. 139, 145 T6TG pp. 73, 147 T7TG pp. 37, 39, 61
B. Creative Movement 1. Show creative movement.	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

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
C. Skill Themes 1. Show skill themes.	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
<b>Strand: Biomechanical Principles</b>	
<b>Standard:</b> Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.	
3 Years Move with confidence and stability, coordinating movements to accomplish simple tasks (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	T1TG p. 46, 116 T2TG p. 33, 64 T3TG p. 46, 87, 135 T4TG pp. 73, 96, 114, 119, 120 T5TG p. 141, 154 T6TG p. 27 T8TG p. 44
4 Years A. Effects on Objects 1. Identify ways that people and objects move.	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
B. Balance 1. Identify balance through movement.	T1TG pp. 39, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
<b>Strand: Motor Learning Principles</b>	
<b>Standard:</b> Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Appropriate Practices 1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
B. Corrective Feedback 1. Identify the importance of corrective feedback on performance.	T1TG pp. 61, 62 T4TG p. 53 T5TG p. 78 T7TG p. 110 T8TG p. 112
<b>Strand: Exercise Physiology</b>	
<b>Standard:</b> Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.	
3 Years <i>Not expected at this level.</i>	N/A

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
4 Years A. Effects of Physical Activity on the Body 1. Identify the effects of physical activity on the body systems.	T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
B. FITT Guidelines <i>Not expected at this level.</i>	N/A
C. Components of Fitness 1. Identify the components of fitness.	T2TG pp. 147, 153 T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
D. Benefits of Physical Activity 1. Recognize the benefits of physical activity.	T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
E. Nutrition and Physical Activity 1. Recognize the relationship between nutrition and physical activity.	T2TG p. 33 T4TG pp. 34, 46, 52, 68, 80, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121, 154 T6TG p. 68, 95
F. Exercise Adherence 1. Recognize the factors influencing daily physical activity.	T2TG p. 112 T4TG pp. 68, 87
<b>Strand: Physical Activity</b>	
<b>Standard:</b> Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years A. Aerobic Fitness 1. Identify and show individual aerobic capacity/cardio respiratory fitness.	T2TG pp. 147, 153 T4TG pp. 73, 96, 109, 113, 114, 115, 119, 120, 121
B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
C. Flexibility 1. Identify and show activities for flexibility.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
<b>Domain: Fine Arts</b>	
<b>Strand: Dance: Perceiving, Performing, and Responding</b>	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.	
3 Years Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment (e.g., show a fingerplay that he learned to a friend, then make up hand motions to go with a new song).	T4TG p. 146 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 44
4 Years 1. Demonstrate knowledge of how elements of dance are used to communicate meaning.	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

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.	T2TG p. 44 T3TG p. 97 T5TG p. 129 T8TG pp. 47, 53, 75, 103, 131, 155
3. Respond to dance through observation, experience, and analysis.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 143, 154 T3TG pp. 86, 120, 121, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 41, 46, 53, 75, 87, 143, 154 T8TG pp. 41, 87, 120, 121, 154
<b>Strand: Dance: Historical, Cultural, and Social Context</b>	
<b>Standard:</b> Students will demonstrate an understanding of dance as an essential aspect of history and human experience.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Demonstrate knowledge of dances from a variety of cultures.	T5TG p. 148
2. Relate dance to history, society, and personal experience.	T5TG p. 148
3. Demonstrate understanding of the relationships between and among dance and other content areas.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
<b>Strand: Dance: Creative Expression and Production</b>	
<b>Standard:</b> Students will demonstrate the ability to create and perform dance.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Develop the ability to improvise dance.	T3TG p. 97 T8TG pp. 47, 53, 75, 103, 131
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.	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
3. Develop knowledge and execution of performance competencies in dance.	T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51
<b>Strand: Dance: Aesthetics and Criticism</b>	
<b>Standard:</b> Students will demonstrate the ability to make aesthetic judgments in dance.	
3 Years <i>Not expected at this level.</i>	N/A

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<p>4 Years</p> <p>1. Identify and apply criteria to evaluate choreography and performance.</p>	<p>T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153</p> <p>T2TG pp. 95, 101</p> <p>T3TG pp. 46, 95, 101, 107, 113, 116, 119</p> <p>T4TG p. 52</p> <p>T5TG pp. 27, 33, 39, 45, 51, 114</p> <p>T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153</p> <p>T7TG pp. 143, 149, 155</p> <p>T8TG pp. 27, 33, 39, 45, 51</p>
<b>Strand: Music: Perceiving, Performing, and Responding</b>	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.	
<p>3 Years</p> <p>Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos).</p>	<p>T4TG p. 146</p> <p>T5TG pp. 133, 139, 145</p> <p>T6TG p. 112</p> <p>T7TG p. 44</p>
<p>4 Years</p> <p>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p>	<p>T3TG p. 97</p> <p>T8TG pp. 63, 97</p>
<p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p>	<p>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</p> <p>T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155</p> <p>T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153</p> <p>T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153</p> <p>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</p> <p>T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155</p> <p>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</p> <p>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</p>
<p>3. Respond to music through movement.</p>	<p>T1TG pp. 109, 121, 155</p> <p>T2TG pp. 41, 87, 109, 155</p> <p>T3TG pp. 41, 53, 109, 143, 155</p> <p>T4TG pp. 109, 121, 155</p> <p>T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155</p> <p>T6TG pp. 41, 53, 75, 87, 109</p> <p>T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155</p> <p>T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149</p>
<p>4. Experiment with standard and individually created symbols to represent sounds.</p>	<p>T1TG p. 109</p> <p>T5TG pp. 121, 155</p> <p>T7TG pp. 109, 121</p>

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Music: Historical, Cultural, and Social Context</b>	
<b>Standard:</b> Students will demonstrate an understanding of music as an essential aspect of history and human experience.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.	T1TG pp. 41, 47, 53 T5TG p. 113 T7TG pp. 27, 33, 45, 51
2. Become acquainted with the roles of music in the lives of people.	T5TG p. 148
3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.	T5TG p. 53 T8TG p. 103
4. Develop knowledge of a wide variety of styles and genres through the study of music history.	T5TG p. 148
<b>Strand: Music: Creative Expression and Production</b>	
<b>Standard:</b> Students will demonstrate the ability to organize musical ideas and sounds creatively.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Develop confidence in the ability to improvise music through experimentation with sound.	T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121
2. Investigate composing music through experimentation with sound and the tools of composition.	T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121
<b>Strand: Music: Aesthetics and Criticism</b>	
<b>Standard:</b> Students will demonstrate the ability to make aesthetic judgments.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Express preferences about selected musical compositions.	T5TG pp. 34, 156 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115
<b>Strand: Theatre: Perceiving and Responding</b>	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.	
3 Years Explore more complex situations and concepts beginning to understand some people’s jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out).	T4TG p. 146 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 44
4 Years 1. Describe ways that theatre depicts themes and stories.	T5TG p. 155 T8TG pp. 81, 115, 149
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	T7TG p. 97 T8TG p. 137



Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<b>Strand: Theatre: Historical, Cultural, and Social Context</b>	
<b>Standard:</b> Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Express a range of responses to a variety of stimuli.	T8TG p. 149
2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	T5TG p. 155 T8TG pp. 81, 115, 149
<b>Strand: Theatre: Creative Expression and Production</b>	
<b>Standard:</b> Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	
3 Years Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do).	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG p. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
4 Years 1. Use a variety of theatrical elements to communicate ideas and feelings.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG p. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.	T5TG p. 155 T8TG pp. 81, 115, 149
<b>Strand: Theatre: Aesthetics and Criticism</b>	
<b>Standard:</b> Students will demonstrate the ability to make aesthetic judgments.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Identify, describe, and apply criteria to assess individual and group theatre processes.	T5TG p. 155 T8TG pp. 81, 115, 149
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	T5TG p. 155 T8TG pp. 81, 115, 149
<b>Strand: Visual Arts: Perceiving and Responding</b>	
<b>Standard:</b> Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.	
3 Years Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines).	T5TG pp. 133, 139, 145 T6TG p. 44

Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
4 Years 1. Identify, describe, and interpret observed form.	T1TG pp. 48, 76, 82, 88, 98, 99, 123, 132, 138, 139 T4TG pp. 75, 83, 147 T5TG pp. 34, 36, 42, 143, 149, 156 T6TG pp. 107, 112 T7TG pp. 98, 99, 104, 105, 111, 123, 138 T8TG p. 132
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.	T5TG pp. 44, 156 T8TG p. 78
3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.	T3TG pp. 78, 112 T4TG p. 44 T5TG pp. 44, 156 T7TG p. 78 T8TG p. 78
<b>Strand: Visual Arts: Historical, Cultural, and Social Context</b>	
<b>Standard:</b> Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Determine ways in which works of art express ideas about self, other people, places, and events.	T1TG p. 112 T3TG T5TG p. 133 T7TG p. 78 T8TG p. 146 p. 46
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.	T5TG pp. 44, 156 T8TG p. 78
3. Differentiate among works by artists representative of different cultures.	T5TG p. 156
4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.	T5TG p. 156
<b>Strand: Visual Arts: Creative Expression and Production</b>	
<b>Standard:</b> Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Create images and forms from observation, memory, imagination, and feelings.	T1TG p. 112 T5TG p. 133 T7TG p. 78 T8TG p. 146
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.	T4TG p. 44 T5TG pp. 34, 44, 156 T8TG p. 78
<b>Strand: Visual Arts: Aesthetics and Criticism</b>	
<b>Standard:</b> Students will demonstrate the ability to make aesthetic judgments.	
3 Years <i>Not expected at this level.</i>	N/A
4 Years 1. Develop and apply criteria to analyze personally created artworks and the artworks of others.	T5TG pp. 34, 44, 156 T8TG p. 78

**Domain: Social Foundations**

**Strand: Social Emotional Regulation**

**Standard:** Demonstrates healthy self-confidence.

<p>3 Years</p> <p>A. Demonstrates Independence in Arrange of Routines and Tasks</p> <p>1. Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play).</p>	<p>T3TG p. 101</p> <p>T5TG pp. 110, 135</p> <p>T6TG p. 155</p> <p>T7TG p. 121</p>
<p>2. Chooses where to play during center time.</p>	<p>T1TG p. 135</p> <p>T8TG p. 153</p>
<p>B. Demonstrates Age-Appropriate Independence in Decision-Making</p> <p>1. Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint).</p>	<p>T7TG pp. 139, 157</p> <p>T8TG pp. 111, 117</p>
<p>2. Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.).</p>	<p>T1TG p. 51</p> <p>T3TG pp. 44, 80</p> <p>T4TG p. 113</p>
<p>4 Years</p> <p>A. Demonstrates Independence in Arrange of Routines and Tasks</p> <p>1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).</p>	<p>T1TG p. 130</p> <p>T2TG p. 151</p> <p>T5TG p. 29</p> <p>T6TG pp. 87, 155</p> <p>T7TG p. 150, 155</p> <p>T8TG p. 132, 138, 153</p>
<p>2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.</p>	<p>T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146</p> <p>T2TG pp. 119, 129</p> <p>T3TG p. 51</p> <p>T4TG p. 121</p>
<p>B. Demonstrates Age-Appropriate Independence in Decision-Making</p> <p>1. Shows interest in leading activities and taking responsibility during cleanup activities.</p>	<p>T1TG pp. 61, 96, 130, 136, 154, 155</p> <p>T3TG pp. 121, 133</p> <p>T5TG p. 85</p> <p>T7TG p. 87</p>
<p>2. Begins identifying when things are not put away in designated areas.</p>	<p>T7TG pp. 139, 157</p> <p>T8TG pp. 111, 117</p>
<p>3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").</p>	<p>T8TG pp. 132, 138, 153</p>

**Strand: Social & Emotional Regulation**

**Standard:** Initiates and maintains relations.

<p>3 Years</p> <p>A. Expresses, Understands, and Responds to Feelings/Emotions of Others</p> <p>1. Identifies basic feelings (e.g., sad, mad, happy).</p>	<p>T1TG pp. 102, 119, 135, 136</p> <p>T3TG pp. 80, 86</p> <p>T4TG pp. 44, 52, 74</p> <p>T5TG pp. 46, 109, 114</p> <p>T6TG p. 146</p> <p>T8TG p. 155</p>
<p>2. Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns).</p>	<p>T1TG pp. 102, 119, 136</p> <p>T3TG pp. 80, 86</p> <p>T4TG pp. 44, 52, 74</p> <p>T5TG pp. 46, 109, 114</p> <p>T6TG p. 146</p> <p>T8TG p. 155</p>

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
3. Recognizes when someone needs help, but may not respond every time.	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
B. Plays or Works with Others Cooperatively 1. Plays alongside other children (e.g., dramatic play, block table).	T2TG p. 151 T7TG p. 150 T8TG p. 132, 138, 153
2. Begins to understand the concept of sharing with adult modeling and support.	T1TG pp. 95, 112 T2TG p. 87 T5TG p. 117
C. Recognizes Differences or Similarities Between Self as Compared to Others 1. Begins to recognize differences or similarities between self as compared to others (e.g., children with disabilities, gender, hair color, etc.).	T1TG pp. 63, 136 T2TG p. 34
D. Shows Ability to Resolve Conflicts 1. Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn").	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
2. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
3. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one).	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51
4 Years A. Expresses, Understands, and Responds to Feelings/ Emotions of Others 1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.	T2TG pp. 102, 119, 121, 135, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74, 88 T5TG pp. 46, 109, 114 T6TG pp. 53, 146, 155 T7TG p. 155 T8TG p. 155
3. Seeks adult assistance for classmates who need support.	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
4. Shows concern for peers who are upset or 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

Maryland Early Learning Standards	<i>DIG: Develop. Inspire. Grow.™</i>
B. Plays or Works with Others Cooperatively 1. Has one or more special friendships.	T1TG pp. 46, 130, 154, 155
2. Initiates interactions (e.g., talking, playing).	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
3. Shares materials and equipment with other children with adult modeling and support.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
C. Recognizes Differences or Similarities Between Self as Compared to Others 1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).	T2TG pp. 40, 46, 80, 96 T3TG pp. 129, 137 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 147
2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., “William’s mommy lets him watch Dora. Why can’t I?”).	T2TG pp. 40, 80 T3TG pp. 129, 137 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 147
D. Shows Ability to Resolve Conflicts 1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take three deep breaths, and then ask Caleb for another turn”).	T1TG p. 96, 102, 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132, 133
2. Seeks adult help when solving interpersonal conflicts.	T5TG p. 121 T7TG p. 155 T8TG p. 155
3. Discusses possible solutions with peers with adult assistance.	T1TG pp. 96, 102, 130 T5TG p. 29, 121 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132, 133, 155 T8TG p. 132
4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can’t adapt functionally).	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51 T5TG p. 121 T7TG p. 155 T8TG p. 155
<b>Strand: Approaches to Learning &amp; Executive Functioning</b>	
<b>Standard:</b> Self-regulation/inhibitory control	
3 Years A. Control Impulses 1. Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
2. Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).	T1TG pp. 27, 33, 45 T2TG pp. 64, 73, 155 T5TG pp. 107, 112 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33, 155

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
3. May remind other children to control their impulses and follow rules when not able to do so oneself.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
4. May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51
5. Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.	T1TG pp. 96, 102 T8TG p. 133
B. Resist Temptation 1. Briefly able to wait for an object without grabbing. Can wait longer with adult support.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
2. Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete).	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
3. Able to takes turns with preferred toys with prompting from an adult.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
C. Refrains from Emotional Outbursts and Unsafe Behaviors 1. Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, “I really, REALLY need that swing!”). May still fall apart under stress.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
D. Attentiveness—Resists Distraction to Maintain Focus on Tasks of Interest to the Child 1. Maintains focus on one activity for longer periods of time as long as the activity is age appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background).	T1TG pp. 41, 47, 53, 63, 69, 75, 81 T2TG pp. 61, 73, 79, 148 T3TG pp. 108, 150 T4TG p. 46, 53 T5TG pp. 88, 138 T6TG p. 147 T8TG pp. 53, 96
E. Attentiveness—Resists Distraction to Maintain Focus on Tasks Set By Someone Else 1. Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.	T1TG pp. 41, 47, 53, 63, 69, 75, 81 T2TG pp. 61, 73, 79, 148 T3TG pp. 108, 150 T4TG p. 46, 53 T5TG pp. 88, 138 T6TG p. 147 T8TG pp. 53, 96
2. Can return to an earlier task after an interruption, with adult reminders.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
4 Years A. Control Impulses 1. Avoids imitating the negative behavior of peers with minimal prompting from adults.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
3. Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.	T1TG pp. 96, 102 T8TG p. 133
B. Resist Temptation 1. Independently waits for an object without grabbing most of the time.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).	T1TG pp. 95, 112, 130 T2TG p. 87 T5TG p. 29, 117 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
3. Can wait for a highly desired food or object, although may occasionally need reminders.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
C. Refrains from Emotional Outbursts and Unsafe Behaviors 1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
D. Attentiveness—Resists Distraction to Maintain Focus on Tasks of Interest to the Child 1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, "I'll play with you later. I want to finish this").	T1TG pp. 41, 47, 53, 63, 69, 75, 81 T2TG pp. 61, 73, 79, 148 T3TG pp. 108, 150 T4TG p. 46, 53 T5TG pp. 88, 138 T6TG p. 147 T8TG pp. 53, 96
2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<p>E. Attentiveness—Resists Distraction to Maintain Focus on Tasks Set By Someone Else</p> <p>1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher-directed small group activity).</p>	<p>T1TG pp. 41, 47, 53, 63, 69, 75, 81  T2TG pp. 61, 73, 79, 148  T3TG pp. 108, 150  T4TG p. 46, 53  T5TG pp. 88, 138  T6TG p. 147  T8TG pp. 53, 96</p>
<p>2. May need a reminder to return to an earlier task after an interruption.</p>	<p>T1TG pp. 45, 69, 95  T2TG pp. 95, 107  T6TG p. 147  T8TG pp. 33, 53</p>
<b>Standard: Working Memory</b>	
3 Years	
<p>A. Demonstrate the Ability to Hold and Manipulate Information</p> <p>1. Can remember and talk about what has just happened in a story and what is happening now.</p>	<p>T1TG pp. 47, 53, 63, 69, 75, 81  T3TG pp. 108, 150  T4TG p. 53  T8TG pp. 53, 96</p>
<p>2. Can consider two options and make a choice when asked.</p>	<p>T1TG pp. 41, 47, 53  T2TG pp. 61, 73, 79, 148  T4TG p. 46  T5TG pp. 88, 138  T6TG p. 147  T8TG p. 53</p>
<p>3. Can hold two rules in mind long enough to complete the tasks (e.g., “Throw your trash away, and then put your lunchbox in your cubby).</p>	<p>T1TG pp. 41, 47, 53  T2TG pp. 61, 73, 79, 148  T4TG p. 46  T5TG pp. 88, 138  T6TG p. 147  T8TG p. 53</p>
<p>4. Can remember a response to a teacher’s question long enough to respond appropriately after waiting for a turn during a short group discussion.</p>	<p>T1TG pp. 47, 53, 63, 69, 75, 81  T3TG pp. 108, 150  T4TG p. 53  T8TG pp. 53, 96</p>
<p>5. Can put down a toy and remember its location for a brief period of time.</p>	<p>T1TG pp. 47, 53, 63, 69, 75, 81  T3TG pp. 108, 150  T4TG p. 53  T8TG pp. 53, 96</p>
<p>6. Can enjoy success at simple memory games tracking a few objects or pictures.</p>	<p>T1TG pp. 47, 53, 63, 69, 75, 81  T3TG pp. 108, 150  T4TG p. 53  T8TG pp. 53, 96</p>
4 Years	
<p>A. Demonstrate the Ability to Hold and Manipulate Information</p> <p>1. Can remember recent events in a story and use this information to shape predictions and questions.</p>	<p>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</p>
<p>2. Will frequently consider a couple of possibilities before making a choice.</p>	<p>T1TG pp. 39, 119  T5TG p. 51  T6TG p. 51</p>



Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
3. Can remember and follow multiple classroom rules with visual and auditory cues.	T1TG pp. 27, 33, 39, 45, 68, 74, 80, 86, 146 T2TG p. 151 T3TG pp. 40, 51, 102, 133 T7TG p. 53 T8TG pp. 46, 51, 80, 99, 114, 148, 151
4. Can remember and follow two-step directions without prompting.	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, 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
6. Can keep track of a few different objects for short periods of time.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
7. Can enjoy more complex memory games with more cards or objects.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
<b>Standard:</b> Cognitive Flexibility	
3 Years A. Can Flexibly Apply Rules to Games and Behavior 1. Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.	T3TG p. 78 T4TG p. 44 T6TG p. 78
2. Can enjoy games with rules and follow the rules some of the time.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 101, 133 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 53, 121 T8TG p. 51
3. Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors).	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
4. Can recognize when making a mistake and change approach with adult help.	T5TG pp. 133, 139, 145
5. Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here).	T5TG p. 112 T7TG pp. 102, 120 T8TG pp. 41, 75, 80

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<p>B. Flexible Problem Solving – Seeks Multiple Solutions to a Question, Task, or Problem</p> <p>1. Employs a strategy to solve a problem with adult modeling, prompting, and support.</p>	<p>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</p>
<p>2. Asks adults to solve or “fix” a problem.</p>	<p>T2TG pp. 30, 98  T3TG p. 132  T5TG pp. 132, 133, 139, 145, 150, 157  T6TG pp. 36, 42, 54, 70, 76, 83  T8TG pp. 36, 42, 43, 54, 71, 76, 77, 82</p>
<p>3. Continues to become more flexible in problem solving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won’t easily go on one foot, he or she tries the other foot).</p>	<p>T1TG p. 103  T3TG p. 96  T4TG pp. 96, 114, 120, 154  T5TG pp. 52, 108, 133, 139, 142, 145  T7TG p. 129  T8TG p. 34</p>
<p>4. After a conflict with another child, can talk about other ways the problem might have been resolved.</p>	<p>T1TG pp. 27, 33, 34, 86, 96, 107, 108, 121, 130, 154, 155  T2TG pp. 53, 64, 73, 87, 141, 155  T3TG pp. 53, 96, 102, 114, 121  T5TG pp. 53, 130, 155  T6TG pp. 53, 155  T7TG pp. 53, 87, 155  T8TG p. 33</p>
<p>5. When faced with a problem can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”).</p>	<p>T1TG pp. 27, 33, 51  T2TG pp. 64, 73, 155  T3TG pp. 44, 80  T4TG p. 113  T6TG pp. 53, 155  T7TG p. 155  T8TG p. 33</p>
<p>4 Years</p> <p>A. Can Flexibly Apply Rules to Games and Behavior</p> <p>1. Can independently sustain a character in pretend play for ten minutes or longer.</p>	<p>T3TG p. 78  T4TG p. 44  T6TG p. 78</p>
<p>2. Can switch roles in dramatic play.</p>	<p>T2TG p. 48  T3TG p. 78  T4TG p. 44  T6TG p. 78</p>
<p>3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).</p>	<p>T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146  T2TG p. 151  T3TG pp. 51, 133  T7TG p. 53  T8TG p. 51</p>
<p>4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).</p>	<p>T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146  T2TG p. 151  T3TG pp. 51, 133  T7TG p. 53  T8TG p. 51</p>
<p>5. Will often recognize and correct mistakes independently.</p>	<p>T2TG p. 104  T5TG p. 82  T6TG pp. 34, 46, 53, 80, 86, 96, 130  T7TG p. 46  T8TG pp. 130, 136, 148</p>

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).	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
B. Flexible Problem Solving – Seeks Multiple Solutions to a Question, Task, or Problem 1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).	T5TG pp. 133, 139, 145
2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
3. When in conflict with another child, increasingly able to suggest possible solutions.	T1TG p. 130, 133 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
4. When faced with a problem, can be reminded to slow down and think about what to do.	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
<b>Strand: Initiative &amp; Curiosity</b>	
<b>Standard: Initiative &amp; Curiosity</b>	
3 Years A. Desire to Learn—Ask Questions and Seeks New Information 1. Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”).	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
2. Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station).	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
3. Generates ideas with teachers and peers with adult modeling and support.	T5TG pp. 133, 139, 145 T8TG p. 53
B. Desire to Learn—Interest in Challenges 1. Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, “How do we get to Nana’s house?”).	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
2. Starts to demonstrate enthusiasm for new challenges and experiences.	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<p>C. Independence in Learning—Plans and Initiates Projects</p> <p>1. Begins to actively participate in classroom activities (i.e. answers questions or joins dramatic play).</p>	<p>T1TG pp. 39, 135, 119  T5TG p. 51  T6TG p. 51  T8TG pp. 132, 138, 153</p>
<p>2. Chooses where to play during center time.</p>	<p>T2TG p. 48  T3TG pp. 46, 78  T4TG pp. 44, 78  T6TG p. 78  T7TG p. 145</p>
<p>3. Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint).</p>	<p>T3TG p. 46  T4TG p. 78  T7TG p. 145</p>
<p>4 Years</p> <p>A. Desire to Learn—Ask Questions and Seeks New Information</p> <p>1. Asks questions about future events, as well as about the here and now (e.g., asks, “When will we go to Val’s?”).</p>	<p>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</p>
<p>2. Poses questions to seek explanations about topics of interest with adult support and modeling.</p>	<p>T1TG p. 63  T4TG p. 40  T7TG p. 108</p>
<p>3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).</p>	<p>T5TG pp. 133, 139, 145</p>
<p>4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, “Janice goes fishing. Can I?”).</p>	<p>T1TG pp. 61, 62  T5TG p. 78  T7TG p. 110  T8TG p. 112</p>
<p>B. Desire to Learn—Interest in Challenges</p> <p>1. Asks questions about future events, as well as about the here and now (e.g., asks “When will we go to Sarah’s house again?”).</p>	<p>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</p>
<p>2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter “S” and says, “S! That’s in my name! What is that word?”).</p>	<p>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</p>

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy).	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
C. Independence in Learning—Plans and Initiates Projects 1. When prompted, initiates plan of activities.	T5TG pp. 133, 139, 145 T8TG p. 53
2. Shows interest in leading activities and taking responsibility during cleanup activities.	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51
3. Further expands areas of decision making (e.g., child may say, “This morning I’m going to work on my Lego building”).	T5TG pp. 133, 139, 145 T8TG p. 53
4. Develops greater ability to set goals and follow a plan (e.g., child says, “I’m going to pick up all these branches,” and then works until it is done).	T5TG pp. 133, 139, 145 T8TG p. 53
<b>Strand: Approaches to Learning &amp; Executive Functioning</b>	
<b>Standard:</b> Demonstrates Persistence	
3 Years A. Persists in an Activity From Start to Finish (Complete a Task)—Independently 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
3. Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure).	T1TG p. 79 T2TG p. 46 T5TG pp. 133, 139, 145 T7TG p. 129 T8TG p. 53
B. Persists in the Face of Failure 1. Insists upon putting on coat independently, even though prior attempts have been unsuccessful.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
2. Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
3. Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit).	T5TG pp. 133, 139, 145
4 Years A. Persists in an Activity From Start to Finish (Complete a Task)—Independently 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
B. Persists in the Face of Failure 1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.	T1TG p. 79, 133 T2TG p. 46 T6TG pp. 105, 121, 145 T7TG p. 129
3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).	T5TG pp. 133, 139, 145
<b>Strand: Approaches to Learning &amp; Executive Functioning</b>	
<b>Standard:</b> Demonstrates Cooperation	
3 Years A. Positively Participates in Cooperative Play 1. Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word).	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
2. Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object).	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
3. Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says "my best friends are Nathan, Sharon, Enrique, Cassidy..." and all others in his or her class).	T1TG pp. 46, 114, 130, 135, 154, 155 T5TG pp. 79, 95 T7TG p. 87
4. Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished").	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
5. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132

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6. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, “You have THIS dolly, okay?”).	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
4 Years A. Positively Participates in Cooperative Play 1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, “Don’t cry, Willy. My daddy can fix that bike. He knows how”).	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
3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.	T1TG pp. 46, 130, 154, 155
4. Begins to try to please other children (e.g., says, “You can come to my birthday party, ok?”).	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
5. Suggests solutions to problems with other children, while continuing to seek adults’ help (e.g., says, “Hey, Benjamin! We can BOTH be firemen!”).	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
<b>Standard:</b> Understanding & complying with classroom rules, routines, & expectations.	
3 Years A. Follows Routines, Rules, and Directions 1. Follows classroom rules frequently.	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
2. Behaves appropriately within the context of the classroom routines (e.g., sits for brief periods during circle or washes hands for lunch time).	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
3. Begins to anticipate the next activity in the routine (e.g., asking “Are we going outside?” during snack time).	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121
4 Years A. Follows Routines, Rules, and Directions 1. Helps to create classroom rules.	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51
2. Responds to teacher directions or signals consistently.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
3. Takes initiative with assigned or chosen tasks relating to classroom routines.	T2TG p. 151 T7TG p. 150 T8TG p. 153
4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121

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5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121
<b>Standard:</b> Understanding & complying with classroom rules, routines, & expectations.	
3 Years A. Demonstrates the Ability to Postpone Activity and Start Another 1. Responds to visual or auditory prompts and cues to transition to the next activity with adult support.	T1TG p. 45 T5TG pp. 112, T5TG p. 107 T8TG p. 155
2. Moves from a preferred activity to a less preferable activity with adult support and assistance.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
3. Demonstrates the ability to stop an engaging activity to help clean up with adult support.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
B. Demonstrates the Ability to Adapt to New Environments with Appropriate Behaviors with Adult Support 1. Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave).	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
2. Engages with trusted adults during transition with support and encouragement.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others 1. Begins to help with clean up after activities with prompting and adult assistance.	T1TG p. 45 T5TG pp. 112, T5TG p. 107 T7TG pp. 139, 157 T8TG p. 111, 117, 155
2. Begins to recognize where materials belong.	T7TG pp. 139, 157 T8TG pp. 111, 117
3. Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting).	T7TG pp. 139, 157 T8TG pp. 111, 117
4. Begins to reference past knowledge to create understanding of new information through pretend play (e.g., says "This game is like the one we played in Ms. Kim's class).	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
4 Years A. Demonstrates the Ability to Postpone Activity and Start Another 1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53



Maryland Early Learning Standards	DIG: Develop. Inspire. Grow.™
<p>B. Demonstrates the Ability to Adapt to New Environments with Appropriate Behaviors with Adult Support</p> <p>1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.</p>	<p>T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53</p>
<p>2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).</p>	<p>T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53</p>
<p>3. Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.</p>	<p>T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53</p>
<p>C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others</p> <p>1. Helps with clean up after activities with prompting.</p>	<p>T1TG p. 45 T5TG pp. 112, T5TG p. 107 T7TG pp. 139, 157 T8TG p. 111, 117, 155</p>
<p>2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).</p>	<p>T7TG pp. 139, 157 T8TG pp. 111, 117</p>
<p>3. Recognizes and is responsible for returning items to appropriate location with prompting.</p>	<p>T1TG p. 45 T5TG pp. 112, T5TG p. 107 T7TG pp. 139, 157 T8TG p. 111, 117, 155</p>
<p>4. Begins identifying when things are not put away in designated areas.</p>	<p>T1TG p. 45 T5TG pp. 112, T5TG p. 107 T7TG pp. 139, 157 T8TG p. 111, 117, 155</p>
<p><b>Standard:</b> Demonstrates cognitive flexibility—Understands symbolic representation</p>	
<p>3 Years</p> <p>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</p> <p>1. Develops generic symbols for repeated drawings of common objects like sun, dog and house.</p>	<p>T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150</p>
<p>2. Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling.</p>	<p>T1TG p. 112 T3TG pp. 46, 112 T4TG p. 112 T5TG p. 133 T7TG p. 150</p>
<p>B. Engages in Pretend Play and Acts Out Roles</p> <p>1. Identifies difference between fantasy and reality with adult support and prompting.</p>	<p>T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG p. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101</p>
<p>2. Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff”).</p>	<p>T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141</p>

Maryland Early Learning Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<p>C. Recognizes Cause and Effect</p> <p>1. Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., “When we mix colors, we get a new color. See what color you get when you mix yellow with blue”).</p>	<p>T1TG pp. 25, 59, 93, 103, 127  T2TG pp. 25, 59, 93, 93, 127  T3TG pp. 25, 59, 93, 96, 127  T4TG pp. 25, 52, 59, 93, 96, 114, 120, 127, 154  T5TG pp. 25, 52, 59, 93, 108, 127, 142  T7TG pp. 25, 59, 93, 127, 129  T8TG pp. 25, 34, 59, 93, 127</p>
<p>4 Years</p> <p>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</p> <p>1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).</p>	<p>T1TG p. 112  T3TG pp. 46, 78, 112, 148  T4TG pp. 44, 112  T5TG p. 133  T6TG p. 44  T7TG pp. 78, 150  T8TG p. 146</p>
<p>2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).</p>	<p>T3TG pp. 46, 78, 112, 148  T4TG p. 44  T6TG p. 44</p>
<p>B. Engages in Pretend Play and Acts Out Roles</p> <p>1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).</p>	<p>T1TG pp. 141, 147  T3TG p. 44  T4TG p. 112  T7TG p. 78  T8TG pp. 95, 141</p>
<p>2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).</p>	<p>T1TG p. 114  T5TG p. 155</p>
<p>3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)</p>	<p>T1TG pp. 141, 147  T3TG p. 44  T4TG p. 112  T7TG p. 78  T8TG pp. 95, 141</p>
<p>C. Recognizes Cause and Effect</p> <p>1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., “When we mix colors, we get a new color. See what color you get when you mix yellow with blue”).</p>	<p>T1TG p. 103  T3TG p. 96  T4TG pp. 96, 114, 120, 154  T5TG pp. 52, 108, 142  T7TG p. 129  T8TG p. 34</p>
<p>2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.</p>	<p>T1TG pp. 44, 147  T2TG p. 88  T3TG pp. 78, 102  T5TG p. 67, 85  T6TG p. 112  T7TG p. 78  T8TG pp. 33, 101</p>





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