



# Michigan Early Childhood Standards of Quality for Prekindergarten

# Correlation



# **DIG: Develop. Inspire. Grow.™**

**Correlated to the**

## **Michigan Early Childhood Standards of Quality for Prekindergarten**

**Prepared by:**



**Approaches to Learning**

**Habits of Mind**

**1. Creativity-Imagination-Visualization.** Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.

**1.1.** Can be playful with peers and adults.

T1TG p. 135  
T2TG p. 151  
T7TG p. 150  
T8TG pp. 132, 138, 153

**1.2.** Make connections with situations or events, people or stories.

T1TG pp. 28, 34, 46, 52  
T2TG pp. 34, 47, 86, 115, 136  
T3TG pp. 34, 115, 136, 149, 154  
T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155  
T5TG pp. 34, 41, 49, 53, 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

**1.3.** Create new images or express ideas.

T1TG pp. 28, 62, 86, 99, 123  
T2TG pp. 45, 86, 120, 157  
T3TG pp. 52, 89  
T4TG pp. 70, 130  
T5TG p. 133  
T6TG pp. 51, 52, 87, 89, 154  
T7TG pp. 87, 155  
T8TG pp. 52, 86, 98, 102, 155

**1.4.** Propose or explore possibilities to suggest what an object or idea might be “otherwise.”

T1TG p. 151  
T2TG pp. 83, 98, 104, 110, 148  
T3TG p. 133  
T4TG p. 120  
T5TG pp. 105, 111  
T7TG pp. 96, 114, 117

**1.5.** Expand current knowledge onto a new solution, new thinking or new concept.

T2TG p. 104  
T5TG p. 82  
T6TG pp. 34, 46, 53, 80, 86, 96, 130  
T7TG p. 46  
T8TG pp. 130, 136, 148

**1.6.** Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.

T3TG pp. 78, 148  
T5TG p. 108

**1.7.** Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

T1TG pp. 61, 62, 131  
T6TG pp. 28, 34  
T7TG p. 108  
T8TG pp. 130, 148

**2. Initiative-Engagement-Persistence-Attentiveness.** Children demonstrate the quality of showing interest in learning; pursue learning independently.

**2.1.** Initiate “shared thinking” with peers and adults.

T1TG pp. 52, 86, 120, 154  
T2TG pp. 52, 86, 96, 102, 120, 130, 136  
T3TG pp. 52, 120, 154  
T4TG pp. 52, 86, 120, 154  
T5TG pp. 86, 120, 154  
T6TG pp. 52, 86, 120, 144, 154  
T7TG pp. 52, 86, 120  
T8TG pp. 52, 86, 120, 154

Michigan Early Childhood Standards of Quality for Prekindergarten	<i>DIG: Develop. Inspire. Grow.™</i>
2.2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	T1TG pp. 44, 112 T5TG pp. 139, 145 T8TG p. 44
2.3. Demonstrate increasing ability to set goals and to develop and follow through on plans.	T5TG pp. 133, 139, 145 T8TG p. 53
2.4. Show growing capacity to maintain concentration in spite of distractions and interruptions.	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
2.5. Explore, experiment and ask questions freely.	T1TG p. 62 T4TG pp. 130, 146 T5TG p. 44 T7TG pp. 108, 136 T8TG p. 148
<b>3. Curiosity-Inquiry-Questioning-Tinkering-Risk Taking.</b> Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).	
3.1. Express a “sense of wonder.”	T1TG pp. 61, 62, 131 T4TG p. 130 T6TG pp. 27, 28, 34, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130 T8TG pp. 130, 148
3.2. Choose to take opportunities to explore, investigate or question in any domain.	T1TG p. 62 T2TG pp. 113, 114, 119 T4TG pp. 130, 146 T5TG p. 44 T7TG pp. 108, 136, 148 T8TG p. 148
3.3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	<i>This activity happens each week in Learning Centers.</i>
<b>4. Resilience-Optimism-Confidence.</b> Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.	
4.1. Manage reasonable frustration.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
4.2. Meet new and varied tasks with energy, creativity and interest.	T1TG pp. 39, 61, 62, 119 T5TG pp. 51, 78 T6TG p. 51 T7TG p. 110 T8TG p. 112
4.3. Explore and ask questions.	T1TG pp. 40, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 130, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 108, 141 T8TG pp. 39, 67, 73, 107, 141, 144
4.4. Begin to organize projects or play; make and carryout plans.	T2TG p. 151 T5TG pp. 133, 139, 145 T7TG p. 150 T8TG p. 53, 153

Michigan Early Childhood Standards of Quality for Prekindergarten	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<p><b>4.5.</b> Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.</p>	<p><i>This activity happens throughout the year in Learning Centers.</i>  T1TG pp. 44, 52, 147  T2TG p. 88  T3TG pp. 78, 102  T5TG pp. 67, 85  T6TG pp. 112, 119  T7TG pp. 78, 146  T8TG pp. 33, 88, 101, 115, 149</p>
<p><b>4.6.</b> Begin to set aside fear of failure when self-initiating new tasks.</p>	<p>T1TG pp. 39, 119  T5TG p. 51  T6TG pp. 51, 121</p>
<p><b>5. Reasoning-Problem Solving-Reflection.</b> Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out.</p>	
<p><b>5.1.</b> Begin to hypothesize or make inferences.</p>	<p>T5TG p. 146  T6TG pp. 61, 63, 74, 114  T7TG pp. 46, 62, 67, 114, 133, 148</p>
<p><b>5.2.</b> Show an increasing ability to ask questions appropriate to the circumstance.</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><b>5.3.</b> Show an increasing ability to predict outcomes by checking out and evaluating their predictions.</p>	<p>T5TG pp. 101, 120  T6TG pp. 96, 114  T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154</p>
<p><b>5.4.</b> Attempt a variety of ways of solving problems.</p>	<p>T1TG p. 130  T5TG p. 29  T6TG pp. 87, 155  T7TG p. 155  T8TG p. 132</p>
<p><b>5.5.</b> Demonstrate enjoyment in solving problems.</p>	<p>T1TG p. 133  T2TG pp. 48, 76  T5TG pp. 133, 139, 145  T6TG pp. 36, 42, 54, 70, 76, 83, 105, 121, 145  T7TG pp. 48, 49  T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82</p>
<p><b>5.6.</b> Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.</p>	<p>T6TG pp. 27, 51, 74, 96  T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130</p>
<p><b>5.7.</b> Share through words or actions the acquisition of increasingly complex concepts.</p>	<p>T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150  T2TG pp. 131, 142  T3TG pp. 40, 45, 108, 109, 119, 150  T4TG pp. 33, 39, 40, 45, 62, 73, 78, 101, 104, 122, 129, 137  T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150  T6TG pp. 35, 45, 54, 61, 81, 86, 88, 102, 148, 154  T7TG pp. 27, 46, 114  T8TG pp. 31, 52, 54, 73, 76, 85</p>
<p><b>5.8.</b> Show an increasing ability to observe detail and attributes of objects, activities, and processes.</p>	<p>T2TG p. 113  T6TG pp. 61, 63, 95, 102, 114, 131  T7TG pp. 95, 112, 114, 148</p>

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<b>6. Participation-Cooperation-Play-Networking-Contribution.</b> Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.	
<b>6.1.</b> Learn from and through relationships and interactions.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
<b>6.2.</b> Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	T1TG pp. 114, 135 T2TG p. 151 T5TG pp. 79, 95 T7TG pp. 87, 150 T8TG p. 153
<b>6.3.</b> Begin to develop and practice the use of problem-solving and conflict resolution skills.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
<b>6.4.</b> Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	T1TG pp. 36, 42, 63, 136 T2TG pp. 5, 34, 45 T3TG pp. 130, 131, 136, 142, 148, 153, 154, 155 T7TG p. 143
<b>6.5.</b> Show an increasing capacity to consider or take into account another’s perspective.	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44
<b>6.6.</b> Can join a community of learners in person and digitally as appropriate, enjoy mutual engagement.	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121
<b>6.7.</b> Contribute individual strengths, imagination or interests to a group.	T1TG p. 79 T2TG pp. 46, 96 T7TG pp. 129, 147
<b>6.8.</b> Successfully develop and keep friendships.	T1TG pp. 46, 130, 154, 155
<b>6.9.</b> Participate successfully as group members.	T1TG p. 80 T3TG pp. 40, 102 T8TG pp. 46, 80, 99, 114, 148, 151
<b>6.10.</b> Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.	T2TG pp. 62, 68, 74, 80, 96 T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121
<b>7. Respect for Self and Others—Mental and Behavioral Health.</b> Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.	
<b>7.1.</b> Show increasing respect for the rights of others.	T1TG pp. 28, 34, 40, 52, 62, 68, 78, 80, 86, 87, 130, 136 T3TG pp. 53, 87, 95, 96 T5TG p. 154 T7TG p. 121
<b>7.2.</b> Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155

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<b>7.3.</b> Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	T1TG pp. 27, 33 T2TG pp. 64, 73, 121, 155 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
<b>7.4.</b> Use positive communication and behaviors (do not mock, belittle, or exclude others).	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
<b>7.5.</b> Resolve (or attempt to resolve) conflicts respectfully.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
<b>7.6.</b> Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46, 96 T3TG p. 129 T7TG pp. 129, 147
<b>7.7.</b> Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.	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>7.8.</b> Can resist and effectively respond to inappropriate peer pressure (as age appropriate).	T1TG pp. 121, 130, 136, 154
<b>7.9.</b> Demonstrate positive feelings about their own gender, family, race, culture and language.	T1TG pp. 36, 42, 79, 141, 148 T2TG pp. 28, 45, 46, 96 T3TG p. 129 T7TG p. 147
<b>7.10.</b> Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
<b>7.11.</b> Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.	T1TG p. 79 T2TG p. 46 T6TG p. 121 T7TG p. 129
<b>8. Responsibility-Ethical Actions.</b> Children are becoming accountable or reliable for their actions to self and others.	
<b>8.1.</b> Contribute to the community (classroom, school, neighborhood) as age appropriate.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96, 101 T5TG pp. 110, 135, 154 T6TG p. 155 T7TG p. 121
<b>8.2.</b> Grow in understanding of the need for rules and boundaries in their learning and social environments.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51

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<b>8.3.</b> Show an increasing ability to follow simple, clear and consistent directions and rules.	T1TG pp. 27, 33, 39, 45, 62, 68, 74, 80, 86, 119, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
<b>8.4.</b> Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	T1TG pp. 28, 34, 45, 46, 52, 74, 96, 102, 108, 114, 120 T5TG p. 29 T8TG p. 133
<b>8.5.</b> Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	T1TG p. 78 T8TG pp. 103, 131, 137
<b>8.6.</b> Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	T3TG pp. 96, 101, 102, 114, 120, 148 T5TG pp. 35, 130, 147, 148, 154, 155 T6TG p. 45
<b>8.7.</b> Use materials purposefully, safely and respectfully more of the time.	T7TG pp. 139, 157 T8TG pp. 111, 117
<b>8.8.</b> Respect the property of others and that of the community.	<i>This activity happens each week in Learning Centers.</i> T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120
<b>Creative Arts (CA)</b>	
<b>1. Visual Arts.</b> Children show how they feel, what they think, and what they are learning through experiences in the visual arts.	
<b>1.1.</b> Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	T3TG pp. 46, 78, 112, 146 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 78, 112 T7TG p. 44
<b>1.2.</b> Begin to plan and carry out projects and activities with increasing persistence.	T5TG p. 133 T7TG p. 78 T8TG p. 146
<b>1.3.</b> Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	T1TG p. 112 T3TG p. 46 T5TG pp. 34, 156
<b>1.4.</b> Create representations that contain increasing detail.	T1TG p. 112 T3TG pp. 46, 148 T6TG p. 44 T8TG p. 112
<b>2. Instrumental and Vocal Music.</b> Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.	
<b>2.1.</b> Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.	T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137 T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T4TG pp. 29, 63, 69, 97, 103, 131 T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115
<b>2.2.</b> Begin to understand that music comes in a variety of musical styles.	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131



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<b>2.3.</b> Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).	T5TG p. 53 T8TG p. 103
<b>2.4.</b> Become more familiar with and experiment with a variety of musical instruments.	T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121
<b>3. Movement and Dance.</b> Children show how they feel, what they think, and what they are learning through movement and dance experiences.	
<b>3.1.</b> Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.	T1TG pp. 80, 86, 120, 154 T2TG pp. 52, 80, 86, 120, 148, 154 T3TG pp. 52, 86, 97, 107, 112, 120, 121, 143, 148, 154, 155 T4TG pp. 86, 148, 154 T5TG pp. 80, 148 T6TG pp. 52, 80, 120, 148 T7TG pp. 46, 79, 154 T8TG pp. 47, 52, 53, 75, 87, 120, 121, 148, 154
<b>3.2.</b> Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149
<b>3.3.</b> Begin to identify and create movement in place and through space.	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, 112, 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>4. Dramatic Play.</b> Children show how they feel, what they think, and what they are learning through dramatic play.	
<b>4.1.</b> Grow in the ability to pretend and to use objects as symbols for other things.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
<b>4.2.</b> Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	T1TG pp. 52, 141, 147 T3TG p. 44 T4TG p. 112 T6TG p. 119 T7TG pp. 78, 146 T8TG pp. 81, 95, 115, 141, 146, 149
<b>4.3.</b> Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	T1TG p. 114 T5TG p. 155
<b>4.4.</b> Contribute ideas and offer suggestions to build the dramatic play theme.	<i>This activity happens each week in Learning Centers.</i>

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4.5. Begin to differentiate between fantasy and reality.	T1TG p. 62 T3TG p. 83 T4TG pp. 49, 55, 83, 89, 102, 117, 136, 151, 157 T5TG p. 136 T6TG pp. 47, 68, 112
<b>5. Aesthetic Appreciation.</b> Children develop rich and rewarding aesthetic lives.	
5.1. Develop healthy self-concepts through creative arts experiences.	T3TG pp. 78, 112 T4TG p. 44 T7TG p. 78
5.2. Show eagerness and pleasure when approaching learning through the creative arts.	T5TG pp. 34, 156
5.3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.	T5TG pp. 44, 156 T8TG p. 78
5.4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 143, 154 T3TG pp. 86, 120, 121, 148, 154, 155 T4TG pp. 41, 53, 75, 86, 87, 143, 146, 154 T5TG pp. 44, 133, 139, 145, 156 T6TG pp. 112, 120, 148 T7TG pp. 44, 46, 78, 154 T8TG pp. 41, 78, 87, 120, 121, 146, 149, 154
5.5. Are comfortable sharing their ideas and work with others.	T5TG pp. 34, 156
5.6. Use the creative arts to express their view of the world.	T3TG pp. 78, 112 T4TG p. 44 T7TG p. 78
5.7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.	<i>This activity happens throughout the year in Learning Centers.</i> T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T5TG pp. 44, 156 T8TG pp. 41, 78, 149
5.8. Begin to appreciate their artistic heritage and that of other cultures.	T5TG p. 156
5.9. Can talk about their creations with peers and adults.	T5TG pp. 44, 156 T8TG p. 78
5.10. Begin to develop creative arts vocabulary.	T5TG pp. 133, 139, 145, 156 T8TG p. 146

**Language and Early Literacy Development (LL)**

**1. Emergent Reading.** Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.

**A. In comprehension strategies:**

**1.1.** Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).

T1TG pp. 62, 68, 102, 123, 136, 149, 157  
 T2TG pp. 49, 68, 83, 102, 117, 123, 130, 136, 151, 157  
 T3TG pp. 34, 49, 68, 87, 89, 102, 117, 123, 132, 136, 151, 157  
 T4TG pp. 49, 68, 81, 83, 89, 102, 115, 117, 136, 149, 151, 155  
 T5TG pp. 34, 47, 55, 68, 89, 102, 109, 115, 117, 123, 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, 136, 143, 149, 157  
 T8TG pp. 34, 41, 49, 55, 68, 75, 89, 102, 109, 123, 136, 143, 149, 157

**1.2.** Enlarge their vocabularies both with words from conversation and instructional materials and activities.

T1TG pp. 40, 62, 108, 130, 131, 142, 153  
 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 52, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 149, 150, 155, 156  
 T3TG pp. 28, 35, 41, 48, 75, 81, 103, 105, 110, 116, 132, 155  
 T4TG pp. 34, 36, 41, 52, 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, 154, 156

**1.3.** Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).

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, 151  
 T4TG pp. 49, 52, 64, 68, 83, 115, 117, 136, 149, 151, 155  
 T5TG pp. 28, 34, 41, 49, 53, 75, 86, 87, 104, 109, 114, 115, 117, 136, 151, 155  
 T6TG pp. 83, 87, 96, 109, 114, 117, 123, 136  
 T7TG pp. 28, 86, 117, 121, 151, 154  
 T8TG pp. 41, 47, 52, 68, 75, 83, 98, 114, 115, 117, 149, 151

**1.4.** Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ... ”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].

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

**1.5.** Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).

T1TG p. 78  
 T5TG p. 78  
 T6TG p. 44  
 T8TG p. 78

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<b>B. In print and alphabetic knowledge:</b>	
<p><b>1.1.</b> Show progress in identifying and associating letters with their names and sounds.</p>	<p>T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 107, 111, 123, 131, 137, 149, 157  T2TG pp. 29, 35, 37, 43, 47, 69, 71, 79, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157  T3TG pp. 29, 35, 37, 43, 47, 77, 81, 89, 97, 103, 105, 111, 115, 123, 131, 137, 149, 157  T4TG pp. 27, 29, 35, 37, 43, 47, 55, 63, 69, 71, 77, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 143, 145, 149, 157  T5TG pp. 29, 35, 43, 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>
<p><b>1.2.</b> Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.</p>	<p>T1TG pp. 47, 69, 75, 81, 129, 115  T7TG pp. 73, 153</p>
<p><b>1.3.</b> Participate in play activities with sounds (e.g., rhyming games, finger plays).</p>	<p>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</p>
<b>C. In concepts about reading:</b>	
<p><b>1.1.</b> Understand that ideas can be written and then read by others.</p>	<p>T1TG pp. 68, 109, 117  T5TG pp. 47, 83  T8TG pp. 151, 157</p>
<p><b>1.2.</b> Understand print and book handling concepts including directionality, title, etc.</p>	<p>T1TG pp. 109, 117, 123, 151, 157  T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157  T3TG pp. 109, 117, 143, 151, 157  T4TG pp. 41, 75, 83  T6TG pp. 41, 47, 55, 83, 89, 151, 157  T7TG pp. 41, 49, 55, 75, 109, 151  T8TG pp. 49, 55, 83, 89</p>
<p><b>1.3.</b> Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).</p>	<p>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</p>
<p><b>1.4.</b> Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).</p>	<p>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</p>

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1.5. Develop an understanding of the roles of authors and illustrators.	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34
<b>2. Writing Skills.</b> Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	
2.1. Begin to understand that their ideas can be written and then read by themselves or others.	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
2.2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	T3TG pp. 112, 133 T4TG p. 112 T5TG pp. 112, 133 T6TG p. 78 T7TG p. 150 T8TG pp. 37, 43, 44, 71, 77, 105, 111, 139, 145
2.3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	T1TG pp. 34, 68, 99, 105, 133, 139 T2TG pp. 31, 34, 37, 52, 65, 78, 99, 105, 112, 133, 139 T3TG pp. 28, 31, 34, 37, 65, 71, 86, 99, 105, 111, 133, 139 T4TG pp. 31, 37, 52, 65, 71, 86, 99, 105, 112, 133, 139 T5TG pp. 31, 37, 65, 68, 71, 96, 99, 102, 105, 133, 139 T6TG pp. 31, 37, 62, 65, 71, 99, 105 T7TG pp. 31, 34, 37, 65, 71, 99, 105, 133, 139 T8TG pp. 31, 37, 65, 71, 99, 105, 120, 136
2.4. Represent their own or imaginary experiences through writing (with/without illustrations).	T1TG pp. 52, 99, 133 T3TG pp. 99, 133 T4TG pp. 31, 154 T5TG pp. 31, 120 T6TG p. 120 T7TG pp. 133, 154 T8TG pp. 31, 52, 112
2.5. Begin to write familiar words such as their own name.	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
2.6. Attempt to read or pretend to read what they have written to friends, family members, and others.	T1TG pp. 108, 142, 156 T2TG pp. 40, 74, 108, 142 T3TG pp. 40, 86, 108, 122, 142 T4TG pp. 40, 74, 88, 108, 142 T5TG pp. 40, 108, 142 T6TG pp. 40, 74, 108, 142, 154 T7TG pp. 40, 74, 108, 142 T8TG pp. 40, 43, 74, 77, 108, 111, 142, 145
2.7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	T6TG p. 139 T8TG pp. 31, 37, 65, 71, 99, 133

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<p><b>2.8.</b> Develop greater control over the physical skills needed to write letters and numbers.</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><b>3. Spoken Language: Expressive.</b> Children develop abilities to express themselves clearly and communicate ideas to others.</p>	
<p><b>3.1.</b> Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).</p>	<p>T1TG pp. 28, 51, 70, 75, 82, 102, 157  T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 121, 132, 142, 141, 144, 154, 155  T3TG pp. 27, 39, 40, 52, 53, 61, 62  T4TG pp. 61, 62, 97, 107, 109, 129, 131, 150, 153  T5TG pp. 28, 115, 148, 149, 155  T6TG pp. 44, 54, 61, 74, 78, 86, 122, 131, 135, 143, 155, 157  T7TG pp. 27, 52, 55, 61, 62, 73, 81, 86, 87, 108, 144, 156  T8TG pp. 34, 88, 89, 144, 155</p>
<p><b>3.2.</b> Show increasing comfort and confidence when speaking.</p>	<p>T1TG p. 147  T2TG pp. 28, 39, 51, 62, 96, 114  T3TG pp. 28, 46, 61, 67, 74, 95, 135  T4TG p. 28  T6TG pp. 129, 142</p>
<p><b>3.3.</b> Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).</p>	<p>T1TG pp. 111, 145  T2TG pp. 43, 77, 101, 111, 115, 139, 145  T3TG pp. 43, 68, 77, 79, 81, 111, 114, 145, 147, 149  T4TG pp. 43, 47, 77, 81, 111, 145, 147  T5TG pp. 41, 43, 45, 47, 55, 77, 81, 101, 107, 111, 115, 129, 145  T6TG pp. 43, 67, 77, 109, 111, 123, 139, 143, 145  T7TG pp. 43, 77, 111, 143, 145  T8TG pp. 29, 47, 81, 97, 131</p>
<p><b>3.4.</b> Continue to develop vocabulary by using words learned from stories and other sources in conversations.</p>	<p>T1TG pp. 28, 96, 98, 149  T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148  T3TG pp. 28, 109, 110  T4TG pp. 28, 40, 96, 97, 102, 130, 142  T5TG pp. 41, 109  T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155  T7TG pp. 110, 130  T8TG pp. 62, 68, 80, 104</p>
<p><b>3.5.</b> Speak in increasingly more complex combinations of words and in sentences.</p>	<p>T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149  T2TG pp. 40, 68, 74, 108, 120  T3TG pp. 52, 54, 74, 80, 82, 86, 142  T4TG pp. 40, 52, 68, 86, 142, 156  T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 144, 143  T6TG pp. 40, 62, 120, 142  T7TG p. 132  T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141</p>
<p><b>3.6.</b> Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).</p>	<p>T1TG pp. 40, 61, 107, 141  T2TG pp. 141, 148  T3TG pp. 28, 39, 73, 96, 107, 141, 148  T4TG pp. 39, 61, 73, 80, 141  T5TG pp. 39, 73, 96, 107, 141, 148  T6TG pp. 28, 39, 46, 62, 73, 74, 79, 80, 107, 141  T7TG pp. 27, 39, 61, 107, 141  T8TG pp. 39, 67, 73, 107, 141, 144</p>

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<p><b>3.7.</b> Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).</p>	<p><i>This activity happens throughout the year in Learning Centers.</i>  T1TG pp. 33, 46, 62, 68, 80, 101, 102, 103, 114, 116, 123, 136, 137, 141, 147, 148, 149, 154, 157  T2TG pp. 46, 49, 68, 80, 83, 102, 114, 117, 123, 130, 136, 148, 151, 157  T3TG pp. 33, 34, 40, 44, 46, 49, 61, 68, 74, 79, 87, 89, 102, 114, 117, 123, 132, 136, 151, 157  T4TG pp. 40, 46, 49, 68, 74, 80, 81, 83, 85, 89, 102, 112, 114, 115, 117, 120, 132, 136, 137, 138, 142, 144, 148, 149, 151, 153, 155, 156  T5TG pp. 31, 34, 46, 47, 52, 54, 55, 68, 80, 81, 86, 89, 96, 102, 109, 114, 115, 117, 123, 131, 136, 143, 148, 149, 151, 154, 157  T6TG pp. 28, 34, 47, 51, 55, 68, 80, 81, 83, 86, 88, 98, 102, 104, 110, 114, 120, 121, 129, 136, 141, 148, 153, 154, 156  T7TG pp. 28, 34, 35, 41, 46, 52, 55, 68, 69, 78, 80, 81, 83, 89, 102, 103, 109, 114, 120, 130, 136, 143, 148, 149, 157  T8TG pp. 34, 41, 42, 46, 49, 52, 55, 64, 65, 68, 70, 71, 75, 76, 80, 88, 89, 95, 102, 109, 114, 119, 123, 135, 136, 138, 141, 143, 147, 148, 149, 157</p>
<p><b>3.8.</b> Use nonverbal expressions and gestures to match and reinforce spoken expression.</p>	<p>T1TG pp. 28, 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150  T2TG p. 131  T3TG pp. 45, 108, 109, 119, 150  T4TG pp. 33, 39, 45, 73, 78, 79, 85, 101, 104, 122, 129, 137  T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150  T6TG pp. 35, 45, 81, 88, 102, 148, 154  T7TG pp. 27, 114  T8TG pp. 31, 52, 54, 73, 76, 85</p>
<p><b>3.9.</b> Show progress in speaking both their home language and English (if non-English-speaking children).</p>	<p>T1TG pp. 28, 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</p>
<p><b>3.10.</b> If appropriate, show progress in learning alternative communication strategies such as sign language.</p>	<p>T1TG pp. 28, 81, 87  T4TG pp. 79, 85  T5TG p. 47</p>
<p><b>4. Spoken Language: Receptive.</b> Children grow in their capacity to use effective listening skills and understand what is said to them.</p>	
<p><b>4.1.</b> Gain information from listening (e.g., to conversations, stories, songs, poems).</p>	<p>T1TG pp. 28, 148, 137  T2TG p. 62  T3TG pp. 40, 121  T4TG pp. 34, 39, 107, 154  T5TG pp. 110, 114, 138, 156  T6TG p. 77  T7TG pp. 61, 135, 156  T8TG pp. 149, 151</p>

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<p><b>4.2.</b> Show progress in listening to and following spoken directions.</p>	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157  T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157  T3TG pp. 31, 45, 65, 99, 113, 133, 156  T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138  T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147  T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145  T7TG pp. 31, 49, 54, 65, 99, 141  T8TG pp. 31, 33, 55, 65, 89</p>
<p><b>4.3.</b> Show progress in listening attentively, avoiding interrupting others, learning to be respectful.</p>	<p>T1TG p. 61  T2TG p. 148  T3TG pp. 28, 96, 148  T4TG p. 80  T5TG pp. 96, 148  T6TG pp. 28, 46, 62, 79, 80</p>
<p><b>4.4.</b> Respond with understanding to speech directed at them.</p>	<p>T2TG p. 142  T3TG p. 40  T4TG pp. 40, 62, 129  T6TG pp. 54, 61, 86  T7TG p. 46</p>
<p><b>4.5.</b> Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).</p>	<p>T1TG p. 80  T3TG pp. 40, 102  T8TG pp. 46, 80, 99, 114, 148, 151</p>
<p><b>4.6.</b> Understand and respond appropriately to non-verbal expressions and gestures.</p>	<p>T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150  T2TG p. 131  T3TG pp. 45, 108, 109, 119, 150  T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137  T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150  T6TG pp. 35, 45, 81, 88, 102, 148, 154  T7TG pp. 27, 114  T8TG pp. 31, 52, 54, 73, 76, 85</p>
<p><b>4.7.</b> Show progress in listening to and understanding both their home language and English (if non-English-speaking children).</p>	<p>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. 33, 39, 40, 45, 62, 108, 109, 119, 150  T4TG pp. 61, 62, 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</p>
<p><b>5. Viewing Images and Other Media Materials.</b> Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.</p>	
<p><b>5.1.</b> View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).</p>	<p>T1TG pp. 28, 34, 52, 74, 105, 109, 117, 122, 136, 143  T2TG pp. 28, 34, 49, 68, 75, 81, 102, 120, 130, 149, 154  T3TG pp. 28, 53, 81, 83, 155  T4TG pp. 28, 62, 68, 81, 96, 102, 130, 136, 142, 143, 148, 155  T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 121, 130, 136, 137, 143, 149, 151  T6TG pp. 34, 41, 44, 49, 62, 68, 75, 81, 96, 104, 109, 117, 120, 123, 130, 136, 143, 151, 154, 157  T7TG pp. 28, 34, 41, 49, 52, 62, 68, 75, 86, 96, 108, 109, 114, 117, 121, 123, 130, 136  T8TG pp. 34, 49, 83, 98, 102, 117, 136, 151, 154</p>



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<p><b>5.2.</b> Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).</p>	<p>T1TG pp. 28, 34, 46, 52, 63, 104  T2TG pp. 34, 47, 86, 115, 136, 143  T3TG pp. 34, 41, 62, 83, 115, 117, 136, 149, 154  T4TG pp. 40, 49, 52, 64, 68, 83, 115, 117, 136, 149, 151, 155  T5TG pp. 28, 34, 41, 49, 53, 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</p>
<p><b>5.3.</b> Begin to compare information across sources and discriminate between fantasy and reality.</p>	<p>T1TG p. 62  T3TG p. 83  T4TG pp. 49, 55, 83, 89, 102, 117, 136, 151, 157  T5TG p. 136  T6TG pp. 47, 68</p>
<p><b>6. Positive Attitudes about Literacy.</b> Children develop positive attitudes about themselves as literate beings—as readers, writers, speakers, viewers, and listeners.</p>	
<p><b>6.1.</b> Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.</p>	<p><i>This activity happens daily in Learning Centers.</i>  T1TG pp. 28, 61, 62, 78, 86, 99, 123, 131  T2TG pp. 45, 86, 120, 157  T3TG pp. 33, 52, 89  T4TG pp. 70, 130  T5TG pp. 78, 133  T6TG pp. 28, 34, 44, 51, 52, 87, 89, 154  T7TG pp. 87, 108, 155  T8TG pp. 52, 78, 86, 98, 102, 130, 148, 155</p>
<p><b>6.2.</b> Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149  T2TG pp. 47, 81, 96, 115, 130, 149  T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149  T4TG pp. 47, 81, 149  T5TG pp. 49, 89, 96, 123, 151, 157  T6TG pp. 81, 149  T7TG pp. 47, 81, 115, 149  T8TG pp. 47, 81, 115, 149</p>
<p><b>6.3.</b> Make connections with situations or events, people or stories.</p>	<p>T1TG pp. 28, 34, 46, 52  T2TG pp. 34, 47, 86, 115, 136  T3TG pp. 34, 115, 136, 149, 154  T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155  T5TG pp. 34, 41, 49, 53, 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>
<p><b>6.4.</b> Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.</p>	<p>T1TG pp. 61, 62, 131  T3TG pp. 78, 148  T5TG pp. 78, 108  T6TG pp. 28, 34  T7TG pp. 108, 110  T8TG pp. 112, 130, 148</p>
<p><b>6.5.</b> Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</p>	<p>T1TG pp. 61, 62, 131  T6TG pp. 28, 34  T7TG p. 108  T8TG pp. 130, 148</p>

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<b>7. Diversity of Communication.</b> Children begin to understand that communication is diverse and that people communicate in a variety of ways.	
<b>7.1.</b> Understand that some people communicate in different languages and other forms of English.	T2TG p. 5 T3TG pp. 130, 153, 154, 155 T7TG p. 143
<b>7.2.</b> Become aware of the value of the language used in their homes.	T1TG pp. 36, 42 T2TG p. 45
<b>7.3.</b> Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	T1TG pp. 28, 81, 87 T4TG pp. 79, 85 T5TG p. 47
<b>7.4.</b> Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	T1TG pp. 28, 81, 87, 104 T3TG pp. 46, 62 T4TG pp. 46, 79, 85 T5TG pp. 47, 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104
<b>Dual Language Learning (DLL)</b>	
<b>1. Receptive English Language Skills.</b> Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.	
<b>1.1.</b> Observe peers and adults with increasing attention to understand language and intent.	T1TG pp. 28, 36, 48, 54, 64, 70, 76, 82, 86, 101, 104, 110, 137, 138, 148, 150 T2TG pp. 62, 131 T3TG pp. 40, 45, 108, 109, 119, 121, 150 T4TG pp. 33, 34, 39, 45, 73, 78, 101, 104, 107, 122, 129, 137, 154 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 114, 131, 132, 138, 143, 150, 156 T6TG pp. 35, 45, 77, 81, 88, 102, 148, 154 T7TG pp. 27, 61, 114, 135, 156 T8TG pp. 31, 52, 54, 73, 76, 85, 149, 151
<b>1.2.</b> Respond with non-verbal actions and basic English words or phrases to communicate.	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, 62, 108, 109, 119, 150 T4TG pp. 33, 39, 45, 61, 62, 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
<b>1.3.</b> Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	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
<b>1.4.</b> Increase understanding of multiple meanings of words.	T1TG pp. 36, 42, 121, 136 T2TG pp. 28, 30, 34 T3TG pp. 34, 40, 98 T6TG pp. 47, 132

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<p><b>1.5.</b> Exhibit a growing vocabulary of basic and high-frequency words.</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, 148, 149  T7TG p. 82</p>
<p><b>1.6.</b> Demonstrate a beginning of phonological awareness and phonics.</p>	<p>T1TG pp. 97, 105, 109, 113, 115, 123, 135, 149  T2TG pp. 30, 35, 42, 47, 71, 75, 81, 82, 103, 111, 115, 119, 137, 145, 149, 153  T3TG pp. 37, 41, 45, 47, 55, 61, 81, 107, 115, 116, 149  T4TG pp. 47, 52, 69, 81, 103, 115, 149  T5TG pp. 115, 149  T6TG pp. 35, 47, 69, 81, 103, 137  T7TG pp. 47, 69, 81, 115, 119, 137, 149  T8TG pp. 81, 115</p>
<p><b>2. Expressive English Language Skills.</b> Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.</p>	
<p><b>2.1.</b> Express basic needs using common words or phrases in English.</p>	<p>T2TG p. 121  T4TG p. 88  T6TG pp. 53, 155  T7TG pp. 27, 52, 55, 155</p>
<p><b>2.2.</b> Participate with peers and adults in simple exchanges in English.</p>	<p>T1TG p. 104  T3TG pp. 46, 62  T4TG p. 46  T5TG pp. 87, 147  T7TG pp. 29, 74, 80, 116, 136  T8TG pp. 98, 104</p>
<p><b>2.3.</b> As age appropriate, attempt to use longer sentences or phrases in English.</p>	<p>T3TG p. 96  T4TG p. 142  T7TG p. 130</p>
<p><b>2.4.</b> Continue to use and build home language as needed to build understanding of words and concepts in second language.</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  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</p>
<p><b>3. Engagement in English Literacy Activities.</b> Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.</p>	
<p><b>3.1.</b> Demonstrate increasing attention to stories and book reading.</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149  T2TG pp. 47, 81, 96, 115, 130, 149  T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149  T4TG pp. 47, 81, 149  T5TG pp. 49, 89, 96, 123, 151, 157  T6TG pp. 81, 149  T7TG pp. 47, 81, 115, 149  T8TG pp. 47, 81, 115, 149</p>

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<b>3.2.</b> Name or recall characters in stories.	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
<b>3.3.</b> Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	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
<b>3.4.</b> Begin to talk about books, stories, make predictions or take a guess about the book.	T1TG pp. 97, 111, 122, 131, 136, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 102, 111, 120, 131, 145, 154 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, 143, 145 T5TG pp. 29, 43, 46, 63, 77, 83, 96, 97, 109, 111, 130, 131, 136, 137, 145 T6TG pp. 29, 34, 43, 44, 63, 68, 75, 77, 97, 111, 120, 131, 136, 145, 151, 154, 157 T7TG pp. 29, 43, 49, 52, 62, 63, 68, 75, 77, 97, 108, 109, 111, 114, 131, 145 T8TG pp. 34, 49, 83, 102, 117, 136, 151
<b>4. Engagement in Writing.</b> Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	
<b>Alphabet</b>	
<b>4.1.</b> Engage in early drawing or emergent writing attempt.	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG pp. 112, 146 T5TG p. 133 T6TG pp. 78, 86 T7TG pp. 52, 150 T8TG p. 86
<b>4.2.</b> Copy letters of the English alphabet as age appropriate.	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
<b>Words</b>	
<b>4.3.</b> Write or copying important words (name, friends, and family).	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150

Michigan Early Childhood Standards of Quality for Prekindergarten	<i>DIG: Develop. Inspire. Grow.™</i>
4.4. Write name using a capital letter at the beginning.	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
4.5. Copy words or labels from integrated learning (math, science, arts) experiences.	T3TG p. 133 T6TG p. 78 T8TG pp. 43, 77, 111, 145
4.6. Use drawing and emergent writing together.	T1TG p. 87 T4TG pp. 46, 131 T5TG pp. 74, 121, 145, 156 T6TG p. 75
<b>5. Social Interaction.</b> Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.	
5.1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.	T1TG pp. 61, 96, 130, 135, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG pp. 87, 132, 138, 153
<b><i>In English</i></b>	
5.2. Engage with the teacher and others in a positive manner.	T4TG p. 53 T5TG p. 129
5.3. Communicate emotions appropriately and beginning to label feelings.	T1TG pp. 102, 119, 135, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155
5.4. Show both verbal and non-verbal attempts to participate with peers.	T1TG pp. 61, 96, 130, 135, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87 T8TG pp. 132, 138, 153
<b><i>In the First Language</i></b>	
5.5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	T2TG pp. 5 T3TG pp. 130, 136, 153, 154, 155 T7TG p. 143
5.6. Demonstrate pride and recognition of first language.	T1TG pp. 36, 42 T2TG p. 45
5.7. Build skills in first language.	T1TG pp. 34, 40, 62, 63, 76, 81, 87, 88, 96, 98, 102, 104, 108, 109, 114, 132, 143, 155 T2TG pp. 30, 36, 40, 42, 46, 68, 74, 87, 88, 97, 98, 102, 103, 115, 122, 138, 150, 154 T3TG pp. 28, 40, 69, 74, 102, 103, 138, 154, 155, 156 T4TG pp. 30, 36, 40, 47, 53, 54, 62, 74, 81, 82, 86, 102, 104, 121, 132, 137, 142, 155 T5TG pp. 40, 42, 63, 68, 80, 81, 98, 108, 115, 121, 132, 142, 149 T6TG pp. 30, 40, 42, 46, 47, 70, 74, 81, 87, 97, 116, 130, 131, 142 T7TG pp. 35, 53, 74, 80, 87, 103, 109, 130, 137, 144, 155 T8TG pp. 30, 40, 96, 121, 136, 138, 142, 154, 155

**Technology Literacy-Early Learning in Technology (TL)**

**1. Creativity and Innovation.** Children use a variety of developmentally appropriate digital tools to learn and create.

<b>1.1.</b> Can describe and creatively use a variety of technological tools independently or with peer or adult help.	<i>This activity happens each week in Learning Centers.</i> T1TG p. 77 T5TG pp. 133, 139, 145 T7TG p. 78 T8TG pp. 27, 40, 46, 61, 67
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<b>1.2.</b> Understand that technology tools can be used throughout the day.	T8TG pp. 28, 34, 39, 45, 46, 52, 96, 102, 108, 113, 120
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<b>1.3.</b> Understand that different technology tools have different uses, including communicating feelings and ideas.	T8TG pp. 27, 40, 45, 46, 61, 67
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**2. Communication and Collaboration.** Children work together when using developmentally appropriate digital tools.

<b>2.1.</b> Respond to other children’s technology products vocally or within the technology tool.	T7TG p. 78 T8TG p. 25
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<b>2.2.</b> Work with one or more other children to plan and create a product with a technology tool.	T7TG p. 78 T8TG p. 25
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**3. Research and Information Literacy.** With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.

<b>3.1.</b> Begin to be able to navigate developmentally appropriate websites.	T5TG p. 148 T6TG p. 146 T8TG pp. 133, 148
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<b>3.2.</b> Understand that the internet can be used to locate information as well as for entertainment.	T8TG pp. 28, 34, 45, 46, 52, 74, 80, 85, 102, 108, 120
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<b>3.3.</b> Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	T5TG p. 148 T6TG p. 146 T8TG p. 133
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**4. Critical Thinking, Problem Solving, and Decision Making.** Children can explain some ways that technology can be used to solve problems.

<b>4.1.</b> Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	T1TG p. 77 T3TG p. 132 T5TG pp. 132, 148, 150, 157 T6TG p. 146 T7TG p. 68 T8TG pp. 24, 25, 71, 76, 77, 133, 136
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<b>4.2.</b> When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	T7TG p. 68 T8TG p. 136
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**5. Digital Citizenship.** Children begin to understand how technology can be used appropriately or inappropriately.

<b>5.1.</b> Begin to state and follow rules for safe use of the computer and other technology tools.	T1TG pp. 59, 62, 68, 77, 86 T2TG p. 93 T7TG pp. 139, 157 T8TG pp. 111, 117
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Michigan Early Childhood Standards of Quality for Prekindergarten	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
5.2. Begin to understand how technology can be used inappropriately (e.g., using another’s cell phone without permission, using the Internet without supervision).	T1TG pp. 62, 68, 77, 86
5.3. Identify the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling).	T1TG pp. 62, 68, 77, 86 T7TG p. 53
5.4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).	T2TG p. 19
5.5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.	T1TG pp. 68, 77 T7TG p. 53
<b>6. Technology Operations and Concepts.</b> Children begin to learn to use and talk about technology tools appropriately.	
6.1. Can follow simple directions to use common technology tools.	T1TG pp. 25, 59, 77
6.2. Recognize and name the major parts of a computer and other devices.	T8TG p. 46
6.3. Understand the need for and demonstrate basic care for technology equipment.	<i>This activity happens each week in Learning Centers.</i> T1TG pp. 59, 77 T8TG pp. 45, 51
6.4. Use adaptive devices to operate a software program as necessary.	T1TG p. 77
<b>Social, Emotional and Physical Health and Development (SEP)</b>	
<b>Social and Emotional Development and Health</b>	
<b>1. Understanding of Self.</b> Children develop and exhibit a healthy sense of self.	
1.1. Show an emerging sense of self-awareness.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46, 96 T3TG p. 129 T7TG pp. 129, 147
1.2. Continue to develop personal preferences.	T1TG pp. 34, 121 T2TG pp. 46, 96 T4TG pp. 46, 62, 65, 67, 68, 85, 86 T5TG pp. 102, 156 T6TG pp. 95, 113, 143 T7TG p. 147 T8TG pp. 41, 75, 109, 143, 149
1.3. Demonstrate growing confidence in expressing their feelings, needs, and opinions.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
1.4. Become increasingly more independent.	T1TG pp. 39, 119 T4TG p. 79 T5TG pp. 40, 51, 121 T6TG p. 51 T7TG p. 121
1.5. Recognize and have positive feelings about their own gender, family, race, culture and language.	T1TG pp. 36, 42 T2TG pp. 45, 46, 62, 68, 74, 80, 96 T7TG p. 147

<b>Michigan Early Childhood Standards of Quality for Prekindergarten</b>	<b><i>DIG: Develop. Inspire. Grow.™</i></b>
<b>1.6.</b> Identify a variety of feelings and moods (in themselves and others).	T1TG pp. 102, 119, 120, 121, 135, 136, 155 T2TG p. 53 T3TG pp. 80, 86, 102 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155
<b>2. Expressing Emotions.</b> Children show increasing ability to regulate how they express their emotions.	
<b>2.1.</b> Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
<b>2.2.</b> Grow in their ability to follow simple, clear, and consistent directions and rules.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
<b>2.3.</b> Use materials purposefully, safely, and respectfully more and more of the time.	T7TG pp. 139, 157 T8TG pp. 111, 117
<b>2.4.</b> Begin to know when and how to seek help from an adult or peer.	T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104
<b>2.5.</b> Manage transitions and follow routines most of the time.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
<b>2.6.</b> Can adapt to different environments.	T1TG p. 45 T5TG pp. 107, 112 T8TG p. 155
<b>3. Relationships with Others.</b> Children develop healthy relationships with other children and adults.	
<b>3.1.</b> Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	T1TG pp. 61, 96, 114, 130, 135, 136, 154, 155 T2TG p. 151 T3TG pp. 121, 133 T4TG p. 53 T5TG pp. 79, 85, 95 T7TG pp. 87, 150 T8TG pp. 132, 138, 153
<b>3.2.</b> Begin to develop and practice the use of problem-solving and conflict resolution skills.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120, 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
<b>3.3.</b> Recognize similarities and differences in people (gender, family, race, culture, language).	T1TG pp. 63, 136 T2TG pp. 5, 34, 62, 68, 74, 80, 86 T3TG pp. 130, 131, 153, 154, 155 T7TG p. 143
<b>3.4.</b> Increase their capacity to take another’s perspective.	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44



Michigan Early Childhood Standards of Quality for Prekindergarten	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
3.5. Show increasing respect for the rights of others.	T1TG pp. 28, 34, 40, 46, 52, 74, 78, 96, 102, 108, 114, 120, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
3.6. Show progress in developing and keeping friendships.	T1TG pp. 46, 130, 154, 155
3.7. Participate successfully as a group member.	T1TG pp. 45, 47, 53, 62, 63, 69, 75, 81, 120 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
3.8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T2TG pp. 68, 74, 86 T3TG pp. 95, 96 T5TG p. 154 T6TG p. 53 T7TG p. 121
<b>4. Body Control and Activity.</b> Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.	
4.1. Begin to recognize and learn the names of body parts.	T1TG p. 46 T2TG pp. 33, 39 T4TG pp. 68, 73, 107, 108, 120 T5TG p. 63
4.2. Begin to understand spatial awareness for themselves, others, and their environment.	T1TG p. 51 T3TG pp. 44, 80 T4TG p. 113
4.3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.	<i>This activity happens daily during outdoor activities.</i> T2TG pp. 147, 153 T4TG pp. 73, 96, 109, 113, 114, 115, 119, 120, 121
4.4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46, 96 T3TG p. 129 T6TG p. 121 T7TG p. 147
<b>5. Gross Motor Development.</b> Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.	
5.1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.	T1TG pp. 73, 116, 150, 151 T2TG pp. 33, 44, 61, 67, 75, 85, 107, 129 T4TG pp. 73, 96, 114, 119, 120 T5TG pp. 135, 150 T6TG pp. 146, 147 T7TG pp. 61, 79, 101, 135 T8TG p. 73
5.2. Show their ability to use different body parts in a rhythmic pattern.	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149

Michigan Early Childhood Standards of Quality for Prekindergarten	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
<p><b>5.3.</b> Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.</p>	<p>T2TG pp. 147, 153  T3TG p. 147  T4TG pp. 96, 109, 113, 114, 115, 119, 121, 147  T5TG p. 141  T6TG p. 45</p>
<p><b>5.4.</b> Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a “leader” in a game).</p>	<p>T1TG pp. 51, 54, 64, 80, 109, 114, 116, 148, 150, 151  T2TG pp. 39, 46, 107, 109, 114, 116, 148  T3TG pp. 44, 75, 80, 109, 114, 129, 148  T4TG pp. 39, 79, 112, 113, 148  T5TG pp. 46, 80, 86, 107, 153  T6TG pp. 114, 120, 154  T7TG pp. 52, 114, 120  T8TG pp. 46, 73, 80, 114, 148</p>
<p><b>6. Fine Motor Development.</b> Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</p>	
<p><b>6.1.</b> Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).</p>	<p>T1TG pp. 138, 144  T2TG pp. 145, 157  T3TG pp. 65, 104, 111, 116, 117, 122  T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117  T5TG pp. 37, 43, 71, 77, 105, 111, 139, 145  T6TG pp. 129, 135, 146, 147, 153  T7TG pp. 31, 65, 145  T8TG pp. 37, 71, 105, 139</p>
<p><b>6.2.</b> Use fine motor skills they are learning in daily activities (e.g., dressing themselves).</p>	<p><i>This activity happens throughout the year in Learning Centers.  This activity happens daily during outdoor activities and routines for going home.</i>  T1TG p. 138</p>
<p><b>7. Positive Activity.</b> Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</p>	
<p><b>7.1.</b> Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.</p>	<p>T1TG pp. 61, 95, 96, 112, 130, 135, 136, 154, 155  T2TG p. 87  T3TG pp. 121, 133  T5TG pp. 85, 117  T7TG p. 87  T8TG p. 153</p>
<p><b>7.2.</b> Take pride in their own abilities and increase self-motivation.</p>	<p>T1TG pp. 39, 79, 119, 141, 148  T2TG pp. 28, 46  T3TG p. 129  T5TG p. 51  T6TG p. 51  T7TG p. 129</p>
<p><b>7.3.</b> Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.</p>	<p>T1TG pp. 63, 136  T2TG p. 34</p>
<p><b>7.4.</b> Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.</p>	<p><i>This activity happens daily in Learning Centers.</i>  T1TG pp. 61, 96, 130, 135, 136, 154, 155  T3TG pp. 121, 133  T5TG p. 85  T7TG p. 87  T8TG pp. 132, 138, 153</p>

Michigan Early Childhood Standards of Quality for Prekindergarten	DIG: Develop. Inspire. Grow.™
<b>8. Healthy Eating.</b> Children become aware of and begin to develop nutritional habits that contribute to good health.	
<b>8.1.</b> Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.	T4TG pp. 28, 34, 46, 52, 62, 65, 67, 68, 79, 80, 85, 86, 119 T6TG pp. 95, 113
<b>8.2.</b> Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
<b>8.3.</b> Use age/developmentally-appropriate eating utensils safely and correctly.	<i>This can be observed during Lunch/Snack times.</i> T1TG p. 92 T2TG p. 58
<b>8.4.</b> Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.	T2TG p. 112 T4TG pp. 68, 87
<b>9. Healthy Choices.</b> Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	
<b>9.1.</b> Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
<b>9.2.</b> Grow in understanding of the importance of good health and its relationship to physical activity.	T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
<b>9.3.</b> Talk about ways to prevent spreading germs and diseases to other people.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
<b>9.4.</b> Develop an understanding of basic oral hygiene.	T4TG pp. 129, 130, 154 T5TG p. 75
<b>9.5.</b> Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
<b>9.6.</b> Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).	T3TG pp. 58, 62, 68 T4TG pp. 28, 34, 52, 53
<b>9.7.</b> Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	T2TG p. 120
<b>10. Personal Safety.</b> Children recognize that they have a role in preventing accidents or potential emergencies.	
<b>10.1.</b> Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	T1TG pp. 62, 67, 68, 80, 85, 87 T2TG pp. 121, 130, 135, 136, 142, 146, 147, 148, 154, 155 T5TG p. 87 T8TG pp. 87, 121
<b>10.2.</b> Identify persons to whom they can turn for help in an emergency situation.	T3TG pp. 85, 87
<b>10.3.</b> Begin to know important facts about themselves (e.g., address, phone number, parent’s name).	T2TG pp. 75, 136 T3TG p. 113
<b>10.4.</b> Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say “No” to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
<b>10.5.</b> Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).	T1TG p. 68 T3TG pp. 85, 87

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<b>10.6.</b> Begin to try new activities with “just manageable risk” (e.g., riding a tricycle, climbing safely, jumping, exploring).	T1TG pp. 39, 119 T5TG pp. 51, 107 T6TG p. 51
<b>10.7.</b> Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	T1TG p. 51 T3TG pp. 44, 80 T4TG p. 113 T6TG p. 121
<b>Early Learning in Mathematics (M)</b>	
<b>1. Math Practices.</b> Children begin to develop processes and strategies for solving mathematical problems.	
<b>1.1.</b> Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	<i>This activity happens throughout the year in Learning Centers.</i> T2TG pp. 58, 76, 88 T5TG p. 134 T6TG pp. 30, 36, 42, 54 T8TG pp. 36, 42, 54, 64, 76, 77, 82, 88, 98, 99, 104, 105
<b>1.2.</b> Generate new problems from everyday mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	T1TG pp. 30, 36, 42, 48, 54, 113 T2TG pp. 58, 70, 76, 88, 98, 104, 116, 122 T3TG pp. 42, 54, 64, 65, 92, 111, 119, 126, 135, 156 T4TG pp. 24, 43, 101, 107 T5TG pp. 126, 133, 134, 139, 141, 145 T6TG pp. 36, 42, 54, 67, 101, 126, 141 T7TG pp. 24, 92, 150 T8TG pp. 24, 30, 36, 42, 54, 58, 79, 92, 135
<b>1.3.</b> Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	T2TG p. 150 T3TG p. 156 T5TG pp. 133, 139, 145 T6TG pp. 30, 31, 36, 37, 43, 48, 54, 55, 70, 76, 77, 82, 89, 98, 99, 104, 105, 110, 111, 123 T7TG pp. 48, 49 T8TG pp. 36, 37, 42, 48, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123
<b>1.4.</b> Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	T3TG p. 132 T5TG p. 134 T8TG pp. 71, 76, 77
<b>1.5.</b> Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	T5TG p. 112 T7TG pp. 102, 116, 117, 120 T8TG pp. 41, 75, 80
<b>2. Mathematical Literacy.</b> Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).	
<b>2.1.</b> Participate regularly in informal conversations about mathematical concepts and number relationships.	<i>This activity happens throughout the year in Learning Centers.</i> T5TG p. 134 T8TG p. 134
<b>2.2.</b> Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	<i>This activity happens throughout the year in Learning Centers.</i> T4TG pp. 30, 31, 36, 42, 48, 54, 55, 64, 65, 70, 71, 76, 77, 82, 83, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 140, 141, 144, 145 T6TG pp. 64, 65, 70, 71, 76, 77, 88, 98, 99, 104, 110 T8TG pp. 76, 77, 90

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<p><b>2.3.</b> Begin to use symbols to represent real objects and quantities.</p>	<p><i>This activity happens throughout the year in Learning Centers.</i>  T4TG pp. 30, 31, 36, 42, 48, 54, 55, 64, 65, 70, 71, 76, 77, 82, 83, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 140, 141, 144, 145  T6TG pp. 64, 65, 70, 71, 76, 77, 88, 98, 99, 104, 110  T8TG pp. 64, 65, 70, 76, 77, 82, 83, 90</p>
<p><b>2.4.</b> Make progress from matching and recognizing number symbols to reading and writing numerals.</p>	<p>T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144  T4TG pp. 30, 31, 36, 37, 42, 49, 55, 71, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157  T5TG pp. 81, 150  T6TG pp. 77, 83, 104, 110, 144, 145, 156  T7TG pp. 48, 49  T8TG p. 156</p>
<p><b>2.5.</b> Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.</p>	<p><i>This activity happens throughout the year in Learning Centers.</i>  T2TG pp. 30, 36, 42, 54, 77, 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151  T4TG pp. 48, 82  T5TG p. 150  T6TG pp. 139, 150, 151, 157  T8TG pp. 109, 134, 143</p>
<p><b>2.6.</b> Begin to recognize that information comes in many forms and can be organized and displayed in different ways.</p>	<p>T1TG p. 9  T2TG pp. 30, 36, 42, 82, 83  T4TG pp. 30, 31, 36, 42, 48, 54, 55, 64, 65, 70, 71, 76, 77, 82, 83, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 140, 141, 144, 145  T6TG pp. 64, 65, 70, 71, 76, 77, 88, 98, 99, 104, 110  T8TG pp. 64, 65, 70, 76, 77, 90, 98, 110, 116</p>
<p><b>2.7.</b> Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).</p>	<p>T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151  T4TG p. 82  T5TG p. 150  T6TG pp. 139, 151, 157  T8TG p. 143</p>
<p><b>3. Classification and Patterns.</b> Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.</p>	
<p><b>3.1.</b> Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.</p>	<p>T1TG pp. 48, 54, 64, 70, 88, 98, 99, 104, 105, 110, 111, 113, 116, 117, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157  T2TG pp. 48, 49  T3TG pp. 48, 49  T4TG pp. 101, 107  T5TG pp. 85, 88, 116, 117  T7TG p. 82  T8TG pp. 132, 133</p>
<p><b>3.2.</b> Identify patterns in their environment.</p>	<p>T1TG pp. 19, 48, 144  T3TG pp. 30, 60  T5TG p. 134  T8TG p. 134</p>

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<b>3.3.</b> Investigate patterns and describe relationships.	T1TG pp. 48, 64, 70, 88, 92, 93, 104, 105, 110, 111, 116, 117, 123, 126, 127, 132, 133, 138, 144, 145, 156 T2TG p. 48 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 58, 85, 88, 104, 112, 116, 117 T7TG pp. 82, 83 T8TG pp. 42, 126, 132
<b>3.4.</b> Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	T1TG pp. 19, 48, 64, 70, 84, 88, 113, 144, 150, 151 T3TG p. 30 T4TG p. 101, 107 T5TG p. 112 T6TG p. 110 T7TG p. 34
<b>4. Counting and Cardinality.</b> Children extend their understanding of numbers and their relationship to one another and things in the environment.	
<b>4.1.</b> Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	T1TG pp. 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 138, 150, 151 T3TG pp. 33, 39 T4TG pp. 30, 36, 37, 42, 76, 82, 98, 104, 110, 116, 122, 144 T5TG pp. 150, 151 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, 116, 123, 132, 138, 139, 144, 145, 150, 151, 156, 157 T7TG pp. 48, 117, 156 T8TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 138, 139, 143, 150, 151, 156, 157
<b>4.2.</b> Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151 T3TG p. 116 T4TG pp. 48, 82 T5TG pp. 134, 150 T6TG pp. 139, 150, 151, 157 T8TG pp. 109, 134, 143
<b>4.3.</b> Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
<b>4.4.</b> Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150

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<p><b>4.5.</b> Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.</p>	<p>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, 156, 157  T5TG p. 81  T6TG pp. 30, 31, 36, 37, 45, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 110, 123, 138, 144, 145, 156  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, 122, 123, 150, 151, 156, 157</p>
<p><b>4.6.</b> Show growth in understanding that number words and numerals represent quantities.</p>	<p>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</p>
<p><b>4.7.</b> Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.</p>	<p>T2TG pp. 43, 126, 132, 133, 138, 139, 144, 145, 150, 156, 157  T3TG pp. 150, 151  T4TG pp. 30, 36, 37, 49, 156  T6TG p. 45  T8TG p. 134</p>
<p><b>4.8.</b> Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).</p>	<p>T3TG p. 113</p>
<p><b>4.9.</b> Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”</p>	<p>T1TG p. 30  T2TG pp. 30, 31, 36, 37, 42, 43, 54, 70, 76, 77, 82, 88, 89, 98, 99, 104, 105, 110, 111, 122, 123, 132, 138, 150  T3TG pp. 33, 39, 116  T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 76, 82, 88, 98, 104, 110, 116, 122, 132, 138, 144, 147, 156  T5TG pp. 67, 150  T6TG pp. 64, 65, 70, 88, 89, 98, 101, 105, 111, 144, 145, 150  T7TG p. 107  T8TG pp. 98, 123, 138, 139</p>
<p><b>5. Simple Operations and Beginning Algebraic Thinking.</b> Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.</p>	
<p><b>5.1.</b> Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.</p>	<p>T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151  T4TG p. 82  T5TG p. 150  T6TG pp. 30, 31, 36, 37, 42, 43, 48, 55, 64, 70, 77, 82, 83, 88, 89, 99, 105, 123, 138, 139, 151, 157  T7TG p. 49  T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 122, 123, 143, 150, 151, 156, 157</p>
<p><b>5.2.</b> Can generate problems that involve predicting, collecting, and analyzing information.</p>	<p>T1TG pp. 76, 82, 111, 123, 139, 156  T2TG pp. 64, 70, 71, 76, 88, 98, 104, 110, 150  T3TG pp. 31, 37, 82, 83  T5TG pp. 30, 37, 48, 49, 54, 64, 76, 82, 83, 88, 98, 99, 104, 105, 111, 112, 123  T6TG pp. 36, 37, 42, 43, 48, 54, 55, 71, 82, 122, 132, 138  T7TG pp. 30, 36, 42, 64, 70, 88, 102, 104, 105, 111, 116, 117, 120, 151  T8TG pp. 41, 42, 48, 49, 54, 64, 70, 71, 75, 76, 77, 80, 88, 98, 132, 144</p>

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5.3. Use simple estimation to make better guesses.	T3TG p. 43, 54
5.4. Identify likenesses and differences.	T2TG pp. 30, 36, 42, 54, 77, 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T3TG pp. 30, 36, 37, 42, 54, 55, 64, 65, 76, 77, 82, 83, 88, 89, 98, 99, 105, 110, 111, 119, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 157 T4TG pp. 48, 82, 150, 151 T5TG pp. 48, 49, 71, 77, 82, 83, 150 T6TG pp. 67, 139, 150, 151, 157 T8TG p. 109
5.5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	T1TG pp. 48, 64, 70, 75, 116, 144 T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157 T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157 T4TG p. 155 T5TG pp. 37, 114 T6TG pp. 136, 154
5.6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.	T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144
5.7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	T1TG p. 9 T3TG pp. 98, 110 T7TG pp. 116, 117, 120
<b>6. Measuring.</b> Children explore and discover simple ways to measure.	
6.1. Show awareness that things in their environment can be measured.	T3TG pp. 43, 77, 98, 99, 110, 138, 139, 144, 145, 156 T6TG p. 79
6.2. Begin to understand concepts of weight.	T3TG pp. 30, 58, 76, 77, 88
6.3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	T4TG p. 141 T5TG pp. 67, 85
6.4. Show an awareness of temperature as it affects their daily lives.	T5TG pp. 96, 101, 102, 108, 113, 120
6.5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	T3TG pp. 43, 54, 67 T6TG p. 81
6.6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	T3TG pp. 67, 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
6.7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	T2TG pp. 37, 43, 83 T3TG pp. 76, 77, 88, 110, 138, 144 T4TG pp. 43, 54, 58, 64, 65, 70, 76, 82, 83, 98, 117, 126, 132, 133, 138, 144, 156, 157 T6TG pp. 63, 81



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<b>7. Geometry.</b> Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	
<b>7.1.</b> Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	T3TG pp. 41, 47 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 48, 49, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
<b>7.2.</b> Investigate and begin to predict the results of combining, subdividing, and changing shapes.	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 64, 65, 71, 76, 98, 99, 104, 105, 110, 111, 123, 132, 133, 138, 139, 144, 145, 146
<b>7.3.</b> Begin to recognize and appreciate geometric shapes in their environment.	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
<b>7.4.</b> Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144 T8TG p. 135
<b>7.5.</b> Identify patterns in their environment.	T1TG pp. 19, 48, 144 T3TG pp. 30, 60 T5TG p. 134 T8TG p. 134
<b>7.6.</b> Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	T1TG pp. 48, 54, 64, 70, 88, 98, 99, 104, 105, 110, 111, 113, 116, 117, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133
<b>7.7.</b> Investigate patterns and describe relationships.	T1TG pp. 48, 64, 70, 88, 92, 93, 104, 105, 110, 111, 116, 117, 123, 126, 127, 132, 133, 138, 144, 145, 156 T2TG p. 48 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 58, 85, 88, 104, 112, 116, 117 T7TG pp. 82, 83 T8TG pp. 42, 126, 132
<b>7.8.</b> Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	T1TG pp. 19, 48, 64, 70, 84, 88, 113, 144, 150, 151 T3TG p. 30 T4TG pp. 101, 107 T5TG p. 112 T6TG p. 110 T7TG p. 34

**Early Learning in Science (S)**

**1. Observation and Inquiry.** Children develop positive attitudes and gain knowledge about science through observation and active play.

<b>1.1.</b> Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
<b>1.2.</b> Ask questions related to their own interest and observations.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
<b>1.3.</b> Talk about their own predictions, explanations and generalizations based on past and current experiences.	T5TG p. 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 114, 133, 148
<b>1.4.</b> Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
<b>1.5.</b> Begin to participate in simple investigations (e.g., asking questions manipulating materials, anticipating what might happen next, testing their observations to determine why things happen).	T5TG pp. 101, 120 T6TG pp. 96, 114 T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154

**2. Living and Non-Living Things.** Children show a beginning awareness of scientific knowledge related to living and non-living things.

<b>2.1.</b> Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	T5TG p. 87 T6TG pp. 28, 33, 34, 39, 40, 46, 51, 62, 68, 79, 80, 86, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
<b>2.2.</b> Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).	T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86
<b>2.3.</b> Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).	T4TG p. 108 T5TG pp. 39, 80, 119 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 119, 120, 130, 133, 136, 142, 147, 148, 154
<b>2.4.</b> Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
<b>2.5.</b> Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).	T3TG pp. 141, 143 T5TG pp. 62, 68, 73, 80, 86 T6TG p. 129
<b>2.6.</b> Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).	T2TG pp. 33, 39 T4TG pp. 68, 80, 107, 154 T5TG p. 63 T6TG pp. 68, 97, 99, 102, 108, 109, 120
<b>2.7.</b> Observe, describe, and compare the motions of common objects in terms of speed and directions (e.g., faster, slowest, up, down).	T7TG pp. 53, 108, 120, 142

**3. Knowledge about the Earth.** Children show a beginning awareness of scientific knowledge related to the earth.

<b>3.1.</b> Can talk about observable characteristics of different seasons.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
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<b>3.2.</b> Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	T5TG pp. 28, 39, 80
<b>3.3.</b> Can talk about major features of the earth’s surface (streams, hills, beaches) when found in the children’s neighborhood and neighborhoods that they visit.	T5TG pp. 27, 28, 34, 39, 45, 46, 51, 52, 80 T8TG p. 107
<b>3.4.</b> Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
<b>3.5.</b> Talk about ways to be safe during bad weather and in outdoor explorations.	T1TG p. 68 T3TG p. 87 T5TG pp. 102, 108, 113, 120, 121
<b>Early Learning in the Social Studies (SS)</b>	
<b>1. Relationship in Place.</b> Children begin to understand and interpret their relationship and place within their own environment.	
<b>1.1.</b> Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	<i>This activity happens throughout the year in Learning Centers and during outdoor activities.</i> T5TG pp. 28, 39, 80
<b>1.2.</b> Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.	<i>This activity happens throughout the year during outdoor activities.</i> T2TG pp. 45, 85, 101, 129 T3TG pp. 35, 119, 141 T4TG p. 51 T5TG pp. 39, 45, 73, 95, 101, 113, 119, 147 T6TG pp. 51, 61, 67, 73, 79, 95, 107, 129, 153 T7TG pp. 27, 51, 67, 95, 107, 129, 147 T8TG pp. 107, 113
<b>1.3.</b> Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
<b>1.4.</b> Engage in conversations that reflect experiences in and observations of the environment.	T5TG pp. 27, 28, 34, 39, 45, 46, 51, 52, 53, 62, 69, 80, 130, 135, 136, 142, 146, 148, 153, 154, 155 T7TG pp. 95, 96, 101, 146
<b>1.5.</b> Demonstrate a developing sense of respect for nature and its components.	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
<b>1.6.</b> Use and understand words for location and direction.	T1TG p. 79 T3TG p. 31 T8TG p. 113
<b>2. How People Are Influenced.</b> Children begin to recognize that many different influences shape people’s thinking and behavior.	
<b>2.1.</b> Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	T2TG pp. 62, 68, 74, 80, 86, 96 T3TG p. 113 T6TG p. 53
<b>2.2.</b> Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	T1TG pp. 63, 79, 136, 141, 148 T2TG pp. 28, 34, 40, 46, 80, 96 T3TG pp. 53, 129, 137 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 143, 147
<b>2.3.</b> Show an understanding of family and how families are alike and different.	T2TG pp. 62, 68, 74, 80, 86

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2.4. Talk about ways members of a family can work together to help one another.	T2TG pp. 68, 74, 86 T6TG p. 53
2.5. Begin to recognize that people celebrate events in a variety of ways.	T2TG p. 5 T3TG pp. 130, 136, 153, 154, 155 T7TG p. 143
2.6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.	T3TG pp. 130, 136, 142, 148, 155
2.7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	T1TG pp. 27, 33, 51 T2TG pp. 64, 73, 121, 155 T3TG pp. 44, 80 T4TG pp. 88, 113 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
2.8. Participate in creating their own classroom celebrations.	T1TG pp. 92, 119 T2TG p. 59 T3TG p. 146 T5TG pp. 88, 133, 139, 145, 156 T6TG p. 18
<b>3. Understanding Time.</b> Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	
3.1. Use words to describe time (e.g., yesterday, today, tomorrow).	T4TG p. 141 T5TG pp. 67, 85
3.2. Can talk about recent and past events.	T4TG p. 121 T6TG p. 53 T8TG pp. 62, 65, 67, 68, 80, 86, 136
3.3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.	T5TG pp. 95, 96, 102, 108, 114, 119, 120 T6TG pp. 61, 102, 114, 120, 133 T7TG pp. 80, 120, 148
3.4. Gather information and learn new concepts through experimentation and discovery, making connections with what they already know.	T6TG pp. 27, 51, 74, 96, 114, 153 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 107, 108, 114, 120, 130
3.5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T2TG pp. 68, 74, 86 T3TG pp. 95, 96, 101 T5TG pp. 110, 135, 154 T6TG pp. 53, 155 T7TG p. 121
3.6. Contribute to their community (classroom, school, neighborhood) as age appropriate.	T1TG p. 78 T8TG pp. 103, 131, 137
<b>4. Why We Have Rules and Laws.</b> Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.	
4.1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.	T1TG pp. 27, 33, 39, 45, 51, 62, 68, 74, 80, 86, 87, 119, 146 T2TG p. 151 T3TG pp. 40, 44, 51, 53, 80, 87, 102, 133 T4TG p. 113 T7TG p. 53 T8TG pp. 46, 51, 80, 99, 114, 148, 151

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<b>4.2.</b> Begin to understand consequences of following and breaking (disobeying) rules.	T1TG pp. 45, 52, 62, 68, 86, 102, 108 T5TG p. 29
<b>4.3.</b> Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).	T4TG p. 53 T5TG p. 129
<b>4.4.</b> Show increasing respect for the rights of others.	T1TG pp. 28, 34, 46, 51, 61, 74, 96, 102, 108, 114, 120, 130, 136, 154, 155 T3TG pp. 44, 80, 121, 133 T4TG p. 113 T5TG p. 85 T7TG p. 87
<b>5. Basic Ideas about Economics.</b> Children increase their understanding about how basic economic concepts relate to their lives.	
<b>5.1.</b> Can talk about some of the workers and services in their community.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
<b>5.2.</b> Can talk about some of the ways people earn a living.	T3TG pp. 85, 108 T8TG p. 153
<b>5.3.</b> Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).	T8TG pp. 135, 136, 142
<b>5.4.</b> Make simple choices about how to spend money.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
<b>6. People and Their Environment.</b> Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	
<b>6.1.</b> Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).	T4TG pp. 109, 115 T8TG pp. 130, 136, 142, 146, 148, 154
<b>6.2.</b> Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).	T3TG pp. 96, 101, 102, 114, 120, 148 T5TG pp. 28, 35, 46, 53, 62, 69, 130, 135, 136, 142, 146, 147, 148, 153, 154, 155 T6TG p. 45
<b>6.3.</b> Engages in activities that promote a sense of contribution.	T3TG pp. 78, 96, 101, 102, 114, 120, 148 T5TG pp. 35, 53, 87, 130, 142, 147, 148, 154, 155 T6TG p. 45
<b>6.4.</b> Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to caregiving of living things.	T5TG pp. 95, 96, 102, 108, 113, 114, 119, 120, 121 T6TG pp. 28, 46, 52, 61, 102, 114, 119, 120, 130, 133, 136, 142, 148, 154 T7TG p. 147







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