



**New Jersey State
Department of Education
Preschool Teaching and
Learning Standards**

Correlation



DIG: **Develop. Inspire. Grow.™**

Correlated to the

New Jersey State Department of Education Preschool Teaching and Learning Standards

Prepared by:



0915



Social/Emotional Development

Standard 0.1: Children demonstrate self-confidence.

Children will:

0.1.1 Express individuality by making independent decisions about which materials to use.

T1TG pp. 39, 119
T2TG pp. 27, 64
T3TG pp. 78, 146
T4TG pp. 44, 79, 146
T5TG pp. 40, 51, 121
T6TG p. 51
T7TG p. 121

0.1.2 Express ideas for activities and initiate discussions.

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

0.1.3 Actively engage in activities and interactions with teachers and peers.

T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153
T2TG pp. 40, 61, 67, 73, 79, 85, 62, 80, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148
T3TG pp. 27, 28, 46, 130, 142
T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142
T5TG pp. 33, 45, 62, 80, 130
T6TG pp. 33, 129, 142, 147
T7TG pp. 62, 74, 85, 119, 137, 154
T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145

0.1.4 Discuss their own actions and efforts.

T1TG p. 79
T2TG p. 46
T7TG p. 129

Standard 0.2: Children demonstrate self-direction.

Children will:

0.2.1 Make independent choices and plans from a broad range of diverse interest centers.

This activity happens each week in the Learning Centers.
T3TG p. 78
T4TG p. 44
T6TG p. 78

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

T2TG pp. 67, 153, 155
T4TG pp. 27, 52, 87, 135, 136, 142, 146, 148, 154, 155
T5TG p. 121

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

T1TG pp. 27, 33, 45, 53, 68, 86, 87, 142, 146
T2TG pp. 119, 129
T3TG p. 51
T4TG p. 121
T5TG pp. 107, 112
T8TG p. 155

0.2.4 Attend to tasks for a period of time.

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

Standard 0.3: Children identify and express feelings.

Children will:

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

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

0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).

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

0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).

T1TG p. 112
T5TG pp. 121, 139, 145
T7TG p. 155
T8TG pp. 44, 155

Standard 0.4: Children exhibit positive interactions with other children and adults.

Children will:

0.4.1 Engage appropriately with peers and teachers in classroom activities.

T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153
T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148
T3TG pp. 27, 28, 46, 130, 142
T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142
T5TG pp. 33, 45, 62, 80, 130
T6TG pp. 33, 129, 142, 147
T7TG pp. 62, 74, 85, 119, 137, 154
T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

T1TG pp. 27, 33
T2TG pp. 64, 73, 155
T6TG pp. 53, 155
T7TG p. 155
T8TG p. 33

0.4.3 Say “thank you,” “please,” and “excuse me.”

T1TG pp. 33, 34, 52, 101
T6TG p. 87

0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).

T1TG pp. 52, 102
T2TG pp. 78, 87, 95, 129
T4TG p. 44

0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).

T1TG pp. 121, 130, 136, 154

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

T1TG p. 130
T5TG p. 29
T6TG pp. 87, 155
T7TG p. 155
T8TG p. 132

Standard 0.5: Children exhibit pro-social behaviors.

Children will:

0.5.1 Play independently and cooperatively in pairs and small groups.

This activity happens each week in the Learning Centers.
T1TG pp. 61, 96, 130, 136, 154, 155
T2TG p. 151
T3TG pp. 121, 133
T7TG p. 150
T8TG p. 153

0.5.2 Engage in pretend play.

This activity happens each week in the Learning Centers.
T8TG pp. 132, 138, 153

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.

T1TG p. 135
T8TG p. 153

0.5.4 Take turns.

T1TG pp. 61, 96, 121, 130, 136, 154, 155
T3TG pp. 121, 133
T5TG p. 85
T7TG p. 87

0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

T1TG pp. 95, 112
T2TG p. 87
T5TG p. 117

Visual & Performing Arts

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Children will:

1.1.1 Move the body in a variety of ways, with and without music.

T1TG pp. 80, 120
T2TG pp. 120, 148
T3TG pp. 52, 107, 112, 120, 121, 143
T4TG p. 148
T5TG pp. 80, 148
T6TG pp. 52, 80, 120
T7TG p. 79
T8TG pp. 52, 148

1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

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

1.1.3 Participate in simple sequences of movements.

T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153
T2TG pp. 95, 101
T3TG pp. 46, 95, 101, 107, 113, 116, 119
T4TG p. 52
T5TG pp. 27, 33, 39, 45, 51, 114
T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153
T7TG pp. 143, 149, 155
T8TG pp. 27, 33, 39, 45, 51

1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.

T1TG p. 51
T3TG pp. 44, 80
T4TG p. 113

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| 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres. | T5TG p. 148 |
| 1.1.6 Use movement/dance to convey meaning around a theme or to show feelings. | T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154 |
| 1.1.7 Describe feelings and reactions in response to a creative movement/dance performance. | T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41 |
| 1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances. | T8TG p. 131 |
| Standard 1.2: Children express themselves through and develop an appreciation of music. | |
| Children will: | |
| 1.2.1 Sing a variety of songs with expression, independently and with others. | T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153 T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155 T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153 T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155 T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155 |
| 1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations. | T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121 |

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| 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns. | T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153 T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155 T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153 T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155 T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155 |
| 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs. | T1TG pp. 41, 47, 53 T5TG p. 113 T7TG pp. 27, 33, 45, 51 |
| 1.2.5 Participate in and listen to music from a variety of cultures and times. | 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 |
| 1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary. | T7TG p. 97 T8TG p. 137 |
| 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles. | T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131, 143 T3TG pp. 29, 63, 121, 131 T4TG pp. 29, 41, 53, 63, 75, 87, 97, 131, 143 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131 |
| 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances. | T8TG p. 131 |
| Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling. | |
| Children will: | |
| 1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic). | <i>This activity happens each week in the Learning Centers.</i> T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101 |

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| 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out. | <i>This activity happens each week in the Learning Centers.</i> T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141 |
| 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props. | <i>This activity happens each week in the Learning Centers.</i> T1TG p. 114 T5TG p. 155 |
| 1.3.4 Differentiate between fantasy/pretend play and real events. | T6TG p. 112 |
| 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next). | <i>This activity happens each week in the Learning Centers.</i> T1TG pp. 52, 114 T5TG p. 155 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149 |
| 1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times. | T3TG pp. 136, 142, 148, 155 |
| 1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances. | T8TG p. 149 |
| 1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances. | T8TG p. 149 |
| Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing). | |
| Children will: | |
| 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools. | <i>This activity happens each week in the Learning Centers.</i> T3TG p. 78 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 44, 78, 112 T7TG p. 44 |
| 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space. | T1TG p. 112 T3TG pp. 46, 78, 112, 146 T5TG pp. 133, 139, 145 T6TG p. 112 |
| 1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts. | T5TG pp. 34, 156 |
| 1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination. | <i>This activity happens each week in the Learning Centers.</i> T3TG pp. 78, 112 T4TG p. 44 T7TG p. 78 |
| 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. | T5TG p. 133 T7TG p. 78 T8TG p. 146 |
| 1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop. | T5TG pp. 133, 139, 145 T6TG p. 44 |
| 1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world. | T5TG pp. 34, 156 |

Health, Safety, and Physical Education

Standard 2.1: Children develop self-help and personal hygiene skills.

Children will:

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| 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather). | T2TG pp. 67, 153, 155 T4TG pp. 129, 130, 135, 136, 142, 148, 154, 155 T5TG p. 75 |
| 2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth). | T4TG pp. 27, 52, 87, 146 T5TG p. 121 |

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Children will:

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| 2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape). | T4TG pp. 28, 34, 46, 52, 62, 65, 68, 74, 79, 80, 86, 87, 119 T6TG pp. 95, 97, 113 T7TG p. 33 |
| 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings). | T2TG p. 112 T4TG pp. 46, 62, 65, 67, 68, 85, 86, 87 T6TG pp. 95, 113 |

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Children will:

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| 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). | T1TG pp. 62, 67, 68, 80, 85, 87 T2TG pp. 121, 130, 135, 136, 142, 146, 147, 148, 154, 155 T3TG p. 87 T5TG p. 87 T8TG pp. 87, 121 |
| 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). | T2TG p. 120 |
| 2.3.3 Identify community helpers who assist in maintaining a safe environment. | T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153 |
| 2.3.4 Know how to dial 911 for help. | T3TG pp. 85, 87 |

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Children will:

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| 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching). | T1TG pp. 73, 116, 150, 151 T2TG pp. 44, 61, 67, 75, 85, 107, 129 T5TG pp. 135, 150 T6TG p. 146 T7TG pp. 61, 79, 101, 135 T8TG p. 73 |
| 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter). | T1TG pp. 138, 144 T3TG pp. 104, 116, 117, 122 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 139, 145 T6TG pp. 129, 135, 147, 153 T7TG pp. 31, 65, 145 T8TG pp. 37, 71, 105, 139 |

2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

T1TG p. 138
T3TG p. 147
T4TG p. 147
T5TG p. 141
T6TG p. 45

English Language Arts

Reading Literature

Key Ideas and Details

Children will:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

T1TG pp. 97, 103, 143, 151
T2TG pp. 28, 35, 41, 69, 143
T3TG pp. 34, 41, 69, 75, 103, 137, 143
T4TG pp. 34, 69, 75, 137
T5TG pp. 69, 103, 137
T6TG pp. 103, 137, 143
T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143
T8TG pp. 28, 52, 75

RL.PK.2 With prompting and support, retell familiar stories or poems.

T1TG pp. 123, 149, 157
T2TG pp. 49, 83, 117, 123
T3TG pp. 34, 49, 89, 117, 123, 151, 157
T4TG pp. 81, 115, 149, 151, 155
T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157
T6TG pp. 47, 55, 80, 83
T7TG pp. 41, 55, 109, 143, 149, 157
T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

T1TG pp. 97, 103, 143, 151
T2TG pp. 28, 35, 41, 69, 143
T3TG pp. 34, 41, 69, 75, 103, 137, 143
T4TG pp. 34, 69, 75, 137
T5TG pp. 69, 103, 137
T6TG pp. 103, 137, 143
T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143
T8TG pp. 28, 52, 75

Craft and Structure

Children will:

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

T2TG pp. 52, 62, 149
T3TG pp. 75, 81
T4TG p. 52
T8TG p. 154

RL.PK.5 Recognize common types of literature (storybooks and poetry books).

T1TG pp. 111, 145
T2TG pp. 43, 77, 111, 145
T3TG pp. 43, 49, 77, 111, 145, 151
T4TG pp. 43, 77, 111, 145
T5TG pp. 43, 77, 111, 145
T6TG pp. 43, 44, 77, 111, 145
T7TG pp. 43, 77, 111, 145

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

T1TG p. 34
T2TG pp. 34, 49, 83, 117
T4TG p. 34
T5TG p. 34

Integration of Knowledge and Ideas

Children will:

RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.

T1TG pp. 28, 109, 117, 143
T2TG pp. 28, 34, 49, 149
T3TG pp. 28, 53, 155
T4TG pp. 28, 81, 155
T5TG pp. 28, 34, 41, 75, 83, 109, 117, 143, 151
T6TG pp. 75, 81, 109, 143, 151
T7TG pp. 28, 34, 41, 52, 109
T8TG pp. 34, 83

RL.PK.8 (Not applicable to literature)

RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.

T5TG pp. 52, 83, 117
T8TG pp. 28, 34

Range of Reading and Level of Text Complexity

Children will:

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

T1TG pp. 97, 103, 143, 151
T2TG pp. 28, 35, 41, 69, 143
T3TG pp. 34, 41, 69, 75, 103, 137, 143
T4TG pp. 34, 69, 75, 137
T5TG pp. 69, 103, 137
T6TG pp. 103, 137, 143
T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143
T8TG pp. 28, 52, 75

Reading Informational Text

Key Ideas and Details

Children will:

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

T1TG pp. 96, 130
T2TG pp. 68, 96, 130
T3TG pp. 62, 130
T4TG pp. 68, 96, 120
T5TG pp. 49, 68, 98
T6TG pp. 28, 52, 62
T7TG p. 68
T8TG pp. 62, 68, 86, 96, 130

RI.PK.2 With prompting and support, recall important facts from a familiar text.

T1TG pp. 62, 68, 102, 136
T2TG pp. 68, 102, 130, 136, 151, 157
T3TG pp. 68, 87, 102, 132, 136
T4TG pp. 49, 68, 83, 89, 102, 117, 136
T5TG pp. 55, 68, 102, 136
T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156
T7TG pp. 34, 68, 83, 89, 102, 130, 136
T8TG pp. 49, 55, 68, 102, 123, 136

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

T4TG p. 117
T5TG p. 130
T6TG p. 102
T8TG p. 120

Craft and Structure

Children will:

RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.

T1TG pp. 68, 102, 136
T2TG pp. 68, 102, 136
T3TG pp. 68, 102, 136
T4TG pp. 68, 102, 136
T5TG pp. 68, 102, 136
T6TG pp. 68, 102, 136
T7TG pp. 68, 102, 136
T8TG pp. 68, 102, 136

RI.PK.5 Identify the front and back cover of a book.

T2TG pp. 151, 157
T3TG pp. 83, 89
T4TG pp. 117, 123
T8TG pp. 117, 123

RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

T1TG p. 102
T2TG pp. 102, 136, 151
T4TG p. 102
T5TG p. 136

Integration of Knowledge and Ideas

Children will:

RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.

T1TG pp. 105
T2TG pp. 81, 102, 130
T4TG pp. 62, 96, 102, 130, 136, 142, 148
T5TG pp. 46, 49, 62, 68, 78, 96, 98, 102
T6TG pp. 41, 44, 49, 62, 68, 96, 104, 130
T7TG pp. 62, 68, 96, 130, 136
T8TG pp. 98, 154

RI.PK.8 (Begins in kindergarten)

Range of Reading and Level of Text Complexity

Children will:

RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

T1TG pp. 62, 68, 102, 136
T2TG pp. 68, 102, 130, 136, 151, 157
T3TG pp. 68, 87, 102, 132, 136
T4TG pp. 49, 68, 83, 89, 102, 117, 136
T5TG pp. 55, 68, 102, 136
T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156
T7TG pp. 34, 68, 83, 89, 102, 130, 136
T8TG pp. 49, 55, 68, 102, 123, 136

Reading: Foundational Skills

Print Concepts

Children will:

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.

- a) Follow words from left to right, top to bottom, page by page.
- b) Recognize that spoken words can be written and read.
- c) Recognize that words are separated by spaces.
- d) Recognize and name many upper and lower case letters of the alphabet.

- T1TG pp. 35, 53, 63, 68, 69, 73, 75, 81, 85, 87, 97, 103, 109, 117, 123, 131, 137, 143, 151, 157
- T2TG pp. 29, 35, 37, 41, 47, 49, 69, 71, 75, 81, 83, 97, 103, 105, 109, 115, 117, 123, 131, 137, 139, 143, 149, 151, 157
- T3TG pp. 29, 35, 37, 47, 49, 75, 83, 89, 97, 103, 109, 117, 123, 131, 137, 143, 149, 151, 157
- T4TG pp. 27, 29, 35, 41, 47, 55, 63, 69, 75, 81, 89, 97, 103, 105, 115, 123, 131, 137, 143, 157
- T5TG pp. 29, 35, 47, 51, 55, 63, 69, 83, 89, 97, 103, 115, 123, 131, 137, 149, 157
- T6TG pp. 29, 35, 37, 41, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 151, 157
- T7TG pp. 29, 35, 41, 47, 49, 55, 63, 71, 75, 81, 83, 89, 97, 103, 109, 113, 117, 123, 131, 137, 151, 157
- T8TG pp. 29, 35, 49, 55, 63, 69, 71, 77, 83, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 151, 157

Phonological Awareness

Children will:

RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

- a) Recognize and produce simple rhyming words.
- b) Segment syllables in spoken words by clapping out the number of syllables.
- c) Identify many initial sounds of familiar words.
- d) (Begins in kindergarten)
- e) (Begins in kindergarten)

- T1TG pp. 30, 36, 42, 103, 111, 137, 145
- T2TG pp. 43, 69, 77, 111, 115, 137, 139, 143, 145, 157
- T3TG pp. 35, 43, 47, 68, 69, 77, 81, 103, 111, 114, 137, 145, 147, 149
- T4TG pp. 35, 43, 47, 69, 71, 75, 77, 81, 89, 111, 115, 137, 145, 147,
- T5TG pp. 35, 43, 45, 47, 61, 69, 77, 79, 81, 103, 105, 111, 115, 137, 139, 143, 145, 153, 157
- T6TG pp. 35, 37, 41, 43, 55, 69, 77, 103, 105, 109, 111, 121, 123, 137, 145
- T7TG pp. 34, 35, 43, 71, 75, 77, 89, 103, 111, 143, 145
- T8TG pp. 29, 63, 97, 131

Phonics and Word Recognition

Children will:

RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.

- a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
- b) (Begins in kindergarten)
- c) Recognize their name in print as well as other familiar print in the environment.
- d) (Begins in kindergarten)

- T1TG pp. 47, 69, 75, 81, 103, 107, 111, 115, 137, 149
- T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157
- T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157
- T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149
- T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139
- T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149
- T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149
- T8TG pp. 39, 101, 129

Fluency

Children will:

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

T1TG pp. 97, 111, 131, 145
T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145
T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151
T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145
T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145
T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145
T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145

Writing

Text Types and Purposes

Children will:

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

T2TG pp. 31, 65
T3TG pp. 31, 154
T4TG pp. 86, 99
T5TG pp. 86, 99, 154
T7TG p. 31

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

T1TG pp. 86, 120, 154
T2TG pp. 99, 120, 133, 154
T3TG pp. 52, 65
T4TG pp. 65, 71, 77, 133
T5TG p. 65
T6TG pp. 31, 52, 65, 99, 133
T7TG pp. 99, 120
T8TG pp. 65, 99, 133, 154

W.PK.3 (Begins in kindergarten)

Production and Distribution of Writing

Children will:

W.PK.4 (Begins in grade 3)

W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

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

W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

T5TG p. 146
T8TG pp. 43, 111

Research to Build and Present Knowledge

Children will:

W.PK.7 With guidance and support, participate in shared research and shared writing projects.

T2TG pp. 52, 86, 96, 102, 120, 130, 136, 154
T3TG pp. 52, 86
T4TG pp. 86, 120
T5TG pp. 28, 62
T6TG pp. 52, 86, 120, 144, 154
T7TG p. 86
T8TG p. 154

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| W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question. | T2TG pp. 130, 136 T5TG pp. 133, 139 T6TG p. 154 T7TG p. 86 T8TG p. 34 |
| W.PK.9 (Begins in grade 4) | |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| Children will: | |
| SL.PK.1,a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges. | T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 96, 130, 142, 148 T4TG pp. 33, 40, 45, 46, 80, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 96, 130, 148 T6TG pp. 28, 33, 46, 62, 79, 80, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145 |
| SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. | T1TG pp. 40, 75, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 107, 141 T5TG pp. 28, 39, 73, 107, 141 T6TG pp. 39, 44, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 62, 73, 81, 86, 87, 107, 108, 141 T8TG pp. 39, 67, 73, 107, 141, 144 |
| SL.PK.3 Ask and answer questions to seek help, get information, or follow directions. | T1TG pp. 40, 75, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 107, 141 T5TG pp. 28, 39, 73, 107, 141 T6TG pp. 39, 44, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 62, 73, 81, 86, 87, 107, 108, 141 T8TG pp. 39, 67, 73, 107, 141, 144 |
| Presentation of Knowledge and Ideas | |
| Children will: | |
| SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. | T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155 T2TG pp. 40, 53, 69, 87, 120 T3TG pp. 30, 53, 121, 142 T4TG p. 121 T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, 142, 155, 156 T6TG pp. 53, 74, 108, 120, 142, 143 T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143 T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148 |
| SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail. | T1TG p. 87 T4TG pp. 46, 131 T5TG pp. 74, 121, 145, 156 T6TG p. 75 |

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| SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas. | T1TG pp. 27, 28, 51, 52, 61, 62, 86, 95, 99, 102, 120, 123, 129, 136, 154, 157 T2TG pp. 45, 52, 61, 86, 120, 121, 123, 142, 155, 157 T3TG pp. 27, 52, 53, 61, 89, 95, 96, 113, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 70, 87, 89, 95, 97, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 115, 123, 129, 133, 149, 157 T6TG pp. 40, 51, 52, 55, 61, 78, 87, 89, 123, 131, 143, 154, 155, 157 T7TG pp. 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 155, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 98, 102, 121, 123, 129, 154, 155, 157 |
| Language | |
| Conventions of Standard English | |
| Children will: | |
| L.PK.1,a,b,c,d,e,f,g Begin to understand the conventions of standard English grammar when speaking during interactions and activities. <ul style="list-style-type: none"> a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions. | T1TG pp. 29, 35, 39, 40, 42, 46, 53, 63, 79, 97, 99, 105, 111, 117, 123, 130, 131, 132, 133, 136, 139, 142, 145, 148, 149, 150, 151, 156, 157 T2TG pp. 29, 31, 37, 40, 43, 47, 51, 62, 65, 68, 71, 74, 77, 86, 97, 99, 105, 108, 109, 120, 131, 137, 139, 145, 155 T3TG pp. 28, 29, 31, 37, 45, 52, 54, 63, 65, 67, 71, 74, 80, 82, 83, 86, 95, 97, 99, 102, 105, 113, 115, 131, 133, 136, 139, 142, 149, 156 T4TG pp. 29, 31, 33, 37, 40, 52, 63, 65, 68, 71, 75, 78, 80, 86, 97, 99, 105, 111, 112, 116, 131, 132, 133, 138, 139, 142, 143, 156 T5TG pp. 29, 37, 40, 41, 43, 54, 68, 71, 74, 77, 81, 83, 86, 97, 105, 111, 117, 122, 131, 132, 137, 139, 143, 144, 145, 156, 157 T6TG pp. 28, 29, 37, 40, 41, 42, 62, 63, 68, 71, 74, 97, 103, 105, 109, 111, 113, 120, 131, 132, 137, 139, 142, 149, 148 T7TG pp. 29, 37, 41, 63, 71, 75, 77, 80, 81, 82, 97, 105, 108, 111, 112, 131, 132, 139 T8TG pp. 29, 34, 35, 37, 40, 43, 68, 69, 71, 77, 79, 96, 102, 103, 105, 108, 111, 114, 136, 137, 139, 141, 145 |
| L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. <ul style="list-style-type: none"> a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten) | T1TG p. 133 T2TG pp. 31, 44, 65, 80, 99, 133, 146 T3TG pp. 31, 37, 65, 99, 112, 133 T4TG pp. 31, 65, 71, 77, 99, 133, 146 T5TG pp. 28, 31, 65, 99, 133 T6TG pp. 65, 78, 86, 99 T7TG pp. 31, 52, 65, 99, 133 T8TG pp. 31, 65, 86, 99 |
| L.PK.3 (Begins in grade 2) | |

Vocabulary Acquisition and Use

Children will:

L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.

- a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
- b) (Begins in kindergarten)

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

L.PK.5,a,b,c,d With guidance and support, explore word relationships.

- a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
- b) Begin to understand opposites of simple and familiar words.
- c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
- d) (Begins in kindergarten)

T1TG pp. 48, 69, 76, 149
 T2TG pp. 146, 150
 T3TG p. 96
 T4TG pp. 29, 35, 47, 114
 T5TG p. 116
 T6TG pp. 28, 53
 T7TG pp. 40, 41, 62, 67, 96, 115
 T8TG p. 98

L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

T1TG pp. 30, 97, 122
 T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144
 T3TG pp. 29, 34, 41, 63, 75, 97, 103, 131
 T4TG pp. 28, 29, 34, 41, 62, 63, 70, 75, 88, 102, 109, 136, 148
 T5TG pp. 29, 40, 63, 97, 102, 136
 T6TG pp. 29, 30, 48, 63, 96, 97, 108, 130, 131, 136, 142
 T7TG pp. 29, 30, 34, 36, 40, 42, 64, 68, 70, 76, 88, 96, 97, 102, 131, 137, 142, 148, 149
 T8TG pp. 36, 46, 122

Approaches to Learning

Standard 9.1: Children demonstrate initiative, engagement, and persistence.

Children will:

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

This activity happens each week in the Learning Centers.

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

T1TG pp. 61, 62, 131
 T4TG p. 146
 T5TG pp. 44, 78
 T6TG pp. 28, 34
 T7TG pp. 108, 110, 136
 T8TG pp. 112, 130, 148

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

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

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| 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it out?”). | T1TG pp. 101, 112 T5TG pp. 133, 139, 145 T8TG pp. 44, 53, 71 |
| 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”). | T1TG p. 44 T5TG pp. 139, 145 |
| Standard 9.2: Children show creativity and imagination. | |
| Children will: | |
| 9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach). | T3TG pp. 78, 148 T5TG p. 108 |
| 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner). | T2TG pp. 48, 76 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82 |
| 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly). | T1TG pp. 46, 80, 114, 148 T2TG pp. 46, 80, 114, 148 T3TG pp. 46, 80, 114, 148 T4TG pp. 46, 80, 114, 148 T5TG pp. 46, 80, 114, 148 T6TG pp. 46, 80, 114, 148 T7TG pp. 46, 80, 114, 148 T8TG pp. 46, 80, 114, 148 |
| Standard 9.3: Children identify and solve problems. | |
| Children will: | |
| 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”) | T1TG pp. 96, 102, 133 T6TG pp. 105, 121, 145 T8TG p. 133 |
| 9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud). | T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132 |
| 9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower). | T5TG pp. 101, 120 T6TG pp. 96, 114 T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154 |
| 9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group). | T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148 |
| Standard 9.4: Children apply what they have learned to new situations. | |
| Children will: | |
| 9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground). | T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148 |

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| 9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books). | 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 |
| 9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions). | T1TG p. 52 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149 |
| Mathematics | |
| Standard 4.1: Children begin to demonstrate an understanding of number and counting. | |
| Children will: | |
| 4.1.1 Count to 20 by ones with minimal prompting. | T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 101, 150 T7TG p. 107 T8TG p. 138 |
| 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting. | 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 |
| 4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10. | T4TG pp. 30, 31, 36, 37, 42, 71, 76, 77, 99, 104, 105, 111, 116, 117, 122, 139, 145, 151 T5TG p. 150 T6TG pp. 77, 83, 145 T7TG pp. 48, 49 |
| 4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize). | T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 77, 82, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123, 138, 150, 151 T3TG pp. 39, 116, 117, 145 T4TG pp. 27, 30, 31, 36, 37, 42, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138, 153 T5TG pp. 31, 65, 98, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 77, 88, 98, 104, 105, 111, 116, 117, 132, 138, 144, 145, 150, 151, 156 T7TG pp. 117, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139, 143 |
| 4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each). | T2TG pp. 31, 37, 43, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123 T3TG p. 116 T6TG pp. 150, 157 |
| 4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same"). | 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 |

Standard 4.2: Children demonstrate an initial understanding of numerical operations.

Children will:

4.2.1 Represent addition and subtraction by manipulating up to 5 objects:

- (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and
- (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 123, 138, 144, 145, 156

T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157

4.2.2 Begin to represent simple word problem data in pictures and drawings.

T2TG p. 150

T3TG p. 156

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

Standard 4.3: Children begin to conceptualize measurable attributes of objects.

Children will:

4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).

T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145

T2TG p. 78

T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157

T5TG pp. 48, 65, 82, 83, 104, 105, 111

T7TG pp. 99, 116, 117

T8TG pp. 102, 132

4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

T3TG pp. 43, 77, 98, 122

T6TG p. 79

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157

T5TG pp. 48, 49, 82, 83

T6TG p. 67

Standard 4.4: Children develop spatial and geometric sense.

Children will:

4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).

T1TG pp. 79, 116

T3TG p. 46

T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157

T7TG pp. 41, 144

T8TG p. 135

4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

T3TG pp. 41, 47

T5TG pp. 36, 42, 48, 54, 55, 70, 76, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 139, 145, 151, 156

T6TG pp. 48, 82, 83

T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157

T8TG pp. 48, 49, 82, 83, 144, 145

4.4.3 Manipulate, compare and discuss the attributes of:
 (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
 (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

T3TG p. 41
 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123
 T6TG pp. 48, 82, 83
 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 110, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 145, 146
 T8TG pp. 48, 49, 82, 83, 144, 145

Science

Standard 5.1: Children develop inquiry skills.

Children will:

5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).

T6TG pp. 27, 51, 74, 96
 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130

5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

T2TG p. 113
 T5TG pp. 101, 120
 T6TG pp. 61, 63, 95, 96, 102, 114, 131
 T7TG pp. 80, 95, 96, 102, 112, 114, 130, 136, 148, 154

5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

T1TG p. 143
 T4TG p. 51
 T5TG pp. 40, 95, 96, 101, 114, 119
 T6TG pp. 97, 99, 102, 108, 109, 120
 T7TG pp. 27, 114, 130, 136, 147, 148, 154
 T8TG pp. 27, 40, 46, 61, 67

5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

T5TG pp. 95, 96, 102, 114, 119, 146
 T6TG pp. 61, 63, 74, 102, 114, 133
 T7TG pp. 28, 44, 46, 52, 62, 67, 68, 74, 80, 86, 96, 112, 114, 133, 148

5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).

T5TG pp. 96, 102, 108, 114, 120
 T6TG pp. 102, 114, 120
 T7TG pp. 80, 96, 102, 120, 133, 142

Standard 5.2: Children observe and investigate matter and energy.

Children will:

5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.

T5TG pp. 136, 141, 147
T7TG pp. 95, 96, 101, 120, 146

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

T7TG pp. 108, 114, 130, 133, 136, 146, 147, 148, 153, 154

5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).

T6TG p. 153
T7TG pp. 80, 142

5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

T7TG pp. 53, 96, 102, 108, 114, 119, 120, 142

Standard 5.3: Children observe and investigate living things.

Children will:

5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).

T5TG p. 87
T6TG pp. 28, 40, 51, 79, 80, 97, 99, 102, 107, 108, 109, 120, 130, 142, 148, 154
T7TG pp. 67, 73, 117

5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).

T4TG p. 108
T5TG pp. 39, 80
T6TG pp. 33, 34, 39, 46, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120

5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).

T3TG pp. 141, 143
T5TG pp. 62, 68, 73, 80, 86
T6TG pp. 108, 129

5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).

T5TG p. 119
T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 147, 148, 154
T7TG p. 147

Standard 5.4: Children observe and investigate the Earth.

Children will:

5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects).

T5TG pp. 28, 39, 80

5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).

T6TG pp. 96, 102, 108, 109, 115, 120, 151, 157

5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

T1TG p. 143
T4TG p. 51
T5TG pp. 40, 95, 96, 101, 114, 119
T7TG p. 27

5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).

T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155

Standard 5.5: Children gain experience in using technology.

Children will:

5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

This activity happens each week in the Learning Centers.
T5TG pp. 102, 121
T7TG pp. 51, 67

Social Studies, Family, and Life Skills

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.

Children will:

6.1.1 Describe characteristics of oneself, one’s family, and others.

T1TG pp. 79, 141, 148
T2TG pp. 28, 40, 46, 80, 96
T3TG pp. 129, 137
T4TG p. 78
T5TG p. 61
T7TG pp. 131, 147

6.1.2 Demonstrate an understanding of family roles and traditions.

T2TG pp. 62, 68, 74, 80, 86, 96
T6TG p. 53

6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).

T2TG pp. 5, 28, 40, 46
T3TG pp. 53, 130, 153, 154, 155
T7TG p. 143

Standard 6.2: Children become contributing members of the classroom community.

Children will:

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|---|--|
| 6.2.1 Demonstrate understanding of rules by following most classroom routines. | T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51 |
| 6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. | T1TG pp. 39, 119 T3TG p. 101 T5TG pp. 51, 110, 135 T6TG pp. 51, 155 T7TG p. 121 |
| 6.2.3 Demonstrate appropriate behavior when collaborating with others. | T2TG p. 151 T7TG p. 150 T8TG pp. 132, 138, 153 |

Standard 6.3: Children demonstrate knowledge of neighborhood and community.

Children will:

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| 6.3.1 Develop an awareness of the physical features of the neighborhood/community. | T3TG pp. 28, 34, 40, 46, 52, 141 T8TG p. 96 |
| 6.3.2 Identify, discuss, and role-play the duties of a range of community workers. | T3TG pp. 62, 68, 79, 80, 85, 86, 87, 108 T8TG pp. 146, 153 |

Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.

Children will:

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| 6.4.1 Learn about and respect other cultures within the classroom and community. | T1TG pp. 36, 42 T2TG p. 45 T3TG pp. 130, 136, 142, 148, 155 |
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World Languages

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

Children will:

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| 7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song). | T3TG pp. 130, 133, 136, 154 |
| 7.1.2 Say simple greetings, words, and phrases in a language other than their own. | T3TG pp. 130, 133, 136, 154 |
| 7.1.3 Comprehend previously learned simple vocabulary in a language other than their own. | T3TG pp. 130, 133, 136, 154 |
| 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language. | T1TG pp. 63, 81, 87 T2TG pp. 63, 96, 97, 103, 114 T3TG pp. 53, 81, 131 T4TG pp. 41, 63, 74, 87, 120 T5TG pp. 40, 109 T6TG p. 120 T7TG pp. 41, 68, 115, 136 T8TG pp. 52, 122, 154 |

Technology

Standard 8.1: Navigate simple on screen menus.

Children will:

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).

This activity happens each week in the Learning Centers.
T1TG p. 77

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

This activity happens each week in the Learning Centers.
T1TG p. 77

Standard 8.2: Use electronic devices independently.

Children will:

8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.

This activity happens each week in the Learning Centers.
T1TG pp. 59, 77

8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”

This activity happens each week in the Learning Centers.
T1TG pp. 59, 71

8.2.3 Turn smart toys on and/or off.

This activity happens each week in the Learning Centers.
T1TG pp. 59, 77
T8TG p. 25

8.2.4 Recognize that the number keys are in a row on the top of the keyboard.

This activity happens each week in the Learning Centers.
T1TG pp. 59, 77

8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

This activity happens each week in the Learning Centers.
T1TG pp. 59, 77

8.2.6 Use a digital camera to take a picture.

T1TG pp. 18, 59, 127
T8TG p. 25

Standard 8.3: Begin to use electronic devices to communicate.

Children will:

8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

This activity happens each week in the Learning Centers.
T1TG pp. 59, 77
T7TG p. 78

Standard 8.4: Use common technology vocabulary.

8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

T8TG p. 46

Standard 8.5: Begin to use electronic devices to gain information.

Children will:

8.5.1 Use the Internet to explore and investigate questions with a teacher’s support.

T2TG pp. 70, 102
T3TG p. 132
T4TG pp. 68, 70
T5TG pp. 68, 102, 104
T6TG pp. 102, 110, 136
T7TG pp. 102, 104, 136
T8TG p. 104



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