



New York State Prekindergarten Foundation for the Common Core

Correlation



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Correlated to the

New York State

**Prekindergarten Foundation
for the Common Core**

Prepared by:



0915



Domain 1: Approaches to Learning

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Engagement

1. Actively and confidently engages in play as a means of exploration and learning.

a) Interacts with a variety of materials through play.	T1TG pp. 61, 62, 131 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
b) Participates in multiple play activities with same material.	<i>This activity happens each week in Learning Centers.</i>
c) Engages in pretend and imaginative play – testing theories, acting out imagination.	T3TG p. 78 T4TG p. 44 T6TG p. 78
d) Self-selects play activity and demonstrates spontaneity.	T2TG p. 48
e) Uses “trial and error” method to figure out a task, problem, etc.	T2TG pp. 30, 48, 76, 98 T3TG p. 132 T5TG pp. 132, 133, 139, 145, 150, 157 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 71, 76, 77, 78, 82
f) Demonstrates awareness of connections between prior and new knowledge.	T2TG p. 104 T4TG p. 130 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46, 108 T8TG pp. 130, 136, 148

2. Actively engages in problem solving.

a) Identifies a problem and tries to solve it independently.	T1TG pp. 96, 102, 121, 130, 133, 136, 154 T5TG p. 29 T6TG pp. 87, 105, 121, 145, 155 T7TG p. 155 T8TG p. 132, 133
b) Attempts multiple ways to solve a problem.	T2TG pp. 30, 48, 76, 98 T3TG p. 132 T5TG pp. 132, 133, 139, 145, 150, 157 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 71, 76, 77, 78, 82
c) Communicates more than one solution to a problem.	T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77
d) Engages with peers and adults to solve problems.	T2TG pp. 30, 48, 76, 98 T3TG p. 132 T5TG pp. 132, 133, 139, 145, 150, 157 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49 T8TG pp. 36, 42, 43, 54, 64, 70, 71, 76, 77, 78, 82

Creativity and Imagination

3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.

a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.

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) Identifies additional materials to complete a task.

T3TG p. 46
T4TG p. 78
T7TG p. 145

c) Experiments to further his/her knowledge.

T1TG p. 62
T4TG p. 146
T5TG p. 44
T7TG pp. 108, 136
T8TG p. 148

d) Seeks additional clarity to further his/her knowledge.

T4TG p. 130
T7TG p. 108

e) Seeks out connections, relations and assistance from peers and adults to complete a task.

T1TG p. 101
T5TG pp. 133, 139, 145
T8TG p. 71

f) Communicates more than one solution to a problem.

T3TG p. 132
T5TG pp. 132, 150, 157
T8TG pp. 71, 76, 77

Curiosity and Initiative

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

a) Asks questions using who, what, how, why, when, where, what if.

T4TG p. 130
T7TG p. 108

b) Expresses an interest in learning about and discussing a growing range of ideas.

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

c) Actively explores how things in the world work.

T1TG p. 62
T4TG p. 146
T5TG p. 44
T7TG pp. 108, 136
T8TG p. 148

d) Investigates areas of interest.

T1TG p. 62
T4TG p. 146
T5TG p. 44
T7TG pp. 108, 136
T8TG p. 148

e) Takes objects and materials apart and attempts to reassemble them (e.g. puzzles, models, nuts and bolts).

This activity happens each week in Learning Centers.
T6TG p. 102
T7TG pp. 58, 92, 144

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f) Seeks out activities and materials that support his/her curiosity.	T1TG pp. 61, 62, 131 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
g) Willingly engages in new experiences and activities.	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
Persistence	
5. Demonstrates persistence.	
a) Maintains focus on a task.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
b) Seeks assistance when the next step seems unclear or appears too difficult.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
c) Modifies strategies used to complete a task.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
Domain 2: Physical Development and Health	
NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Physical Development	
1. Uses senses to assist and guide learning.	
a) Identifies sights, smells, sounds, tastes and textures.	T1TG p. 78 T2TG pp. 96, 99, 101, 102, 108, 112, 113, 114, 119, 120 T7TG pp. 101, 148
b) Compares and contrasts different sights, smells, sounds, tastes, and textures.	T1TG p. 78 T2TG pp. 96, 99, 101, 102, 108, 112, 113, 114, 119, 120 T7TG pp. 101, 148
c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	T1TG p. 78 T2TG pp. 96, 99, 101, 102, 108, 112, 113, 114, 119, 120 T7TG pp. 101, 148
2. Uses sensory information to plan and carry out movements.	
a) Demonstrates appropriate body awareness when moving in different spaces.	T1TG p. 46 T2TG p. 33 T3TG p. 87 T5TG p. 154 T8TG p. 44
b) Exhibits appropriate body movements when carrying out a task.	T1TG p. 116 T2TG p. 33 T4TG pp. 30, 31, 36, 37, 42, 80, 99, 105, 111, 117 T5TG p. 143 T6TG pp. 27, 39, 85, 135 T7TG pp. 33, 153 T8TG p. 119

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c) Demonstrates awareness of spatial boundaries and the ability to work within them.	T1TG p. 51 T3TG p. 87 T8TG p. 119
3. Demonstrates coordination and control of large muscles.	
a) Displays an upright posture when standing or seated.	T1TG pp. 39, 116, 150 T3TG p. 51
b) Maintains balance during sitting, standing, and movement activities.	T1TG pp. 39, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
c) Runs, jumps, walks in a straight line, and hops on one foot.	T1TG pp. 73, 116 T2TG p. 33 T5TG pp. 135, 150 T7TG pp. 61, 101
d) Climbs stairs using alternating feet.	T6TG p. 147
e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	T1TG pp. 24, 31 T3TG pp. 66, 92, 126 T5TG pp. 19, 92, 102, 120, 121 T7TG pp. 24, 58 T8TG p. 92
4. Combines a sequence of large motor skills with and without the use of equipment.	
a) Navigates age appropriate playground equipment.	T3TG p. 153 T8TG p. 135
b) Pedals a tricycle.	T5TG p. 107
c) Throws, catches or kicks a large, light-weight ball (8" - 10").	T3TG p. 147 T4TG p. 147 T5TG p. 141 T6TG p. 45
d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.	
a) Uses pincher grasp (index finger and thumb).	T3TG pp. 104, 117, 122 T4TG pp. 99, 105, 111, 117 T5TG pp. 139, 145 T6TG pp. 129, 135, 147, 153 T7TG p. 65 T8TG pp. 37, 71, 105, 139
b) Demonstrates ability to engage in finger plays.	T4TG pp. 30, 36, 42, 54, 64, 70, 88 T6TG pp. 46, 129, 135, 147

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c) Uses materials such as pencils, paintbrushes, eating utensils and blunt scissors effectively.	T2TG pp. 145, 157 T3TG pp. 65, 111 T5TG pp. 71, 77, 105, 111, 139, 145 T6TG p. 146 T8TG pp. 37, 71, 105, 139
d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).	T1TG p. 144 T3TG p. 116 T7TG pp. 31, 65, 145
e) Uses buttons, zippers, snaps, and hook and loop tape successfully.	T1TG p. 138 T3TG pp. 29, 35
Physical Fitness	
6. Engages in a variety of physical fitness activities.	
a) Engages in large motor activities, (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	T2TG pp. 147, 153 T4TG pp. 73, 96, 109, 113, 114, 115, 119, 120, 121
b) Explores, practices and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.	T1TG pp. 150, 151 T2TG pp. 44, 61, 67, 75, 85, 107, 129 T3TG p. 147 T4TG p. 147 T5TG p. 141 T6TG pp. 45, 146 T7TG pp. 79, 135 T8TG p. 73
c) Participates in activities designed to strengthen major muscle groups.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
d) Participates in activities to promote balance and flexibility.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
Health and Well Being	
7. Demonstrates personal care and hygiene skills.	
a) Demonstrates growing independence in using personal hygiene skills (washing hands, brushing teeth, toileting, etc.)	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
c) Recognizes and communicates when experiencing symptoms of illness.	T4TG p. 52
8. Demonstrate awareness and understanding of healthy habits.	
a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.	T4TG pp. 28, 33, 34, 40, 46, 52, 62, 65, 68, 79, 80, 86, 119, 121 T6TG p. 95
b) Talks about food choices in relationship to allergies and overall health.	T2TG p. 112 T4TG pp. 46, 62, 65, 67, 68, 85, 86, 87 T6TG pp. 95, 113
c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).	T4TG pp. 28, 34, 46, 52, 62, 65, 67, 68, 79, 80, 85, 86, 119 T6TG pp. 95, 113

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d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.	T4TG pp. 33, 34, 53, 135 T5TG p. 63
Health and Safety	
9. Demonstrates awareness and understanding of safety rules.	
a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	T1TG p. 86 T7TG p. 53
c) Understands that some practices could be unsafe (e.g. playing with matches, playing near a busy street, not wearing a bike helmet).	T1TG pp. 67, 87 T2TG pp. 129, 135, 147, 153 T3TG p. 87 T8TG p. 87
d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	T1TG pp. 19, 62 T2TG pp. 130, 151, 154 T8TG p. 121
e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	T1TG p. 68 T3TG p. 87
f) Explains how to get help in emergency situations.	T3TG pp. 85, 87
Domain 3: Social and Emotional Development	
NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Self Concept and Self Awareness	
1. Recognizes himself/herself as unique individuals having his/her own abilities, characteristics, feelings and interests.	
a) Describes himself/herself using several different characteristics.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129
b) Identifies self as being part of a family and identifies being connected to at least one significant adult.	T2TG pp. 62, 68, 74, 80, 96
c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	T1TG pp. 44, 62, 112 T4TG p. 146 T5TG pp. 44, 139, 145 T7TG pp. 108, 136 T8TG pp. 44, 148
d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	T1TG pp. 39, 79, 119 T2TG p. 46 T4TG p. 79 T5TG pp. 40, 51, 121 T6TG p. 51 T7TG pp. 121, 129

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e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	T2TG pp. 40, 80 T3TG pp. 129, 137 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 147
f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.	T1TG pp. 102, 119, 135, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155
g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).	T1TG pp. 96, 102, 121, 130, 133, 136, 154 T5TG p. 29 T6TG pp. 87, 105, 121, 145, 155 T7TG p. 155 T8TG pp. 132, 133
Self Regulation	
2. Regulates his/her responses to needs, feelings and events.	
a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	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
b) Appropriately names types of emotions (e.g. frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.	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
c) Demonstrates an ability to independently modify his/her behavior in different situations.	T1TG pp. 96, 102, 130, 135 T2TG p. 151 T5TG p. 29 T6TG pp. 87, 155 T7TG pp. 150, 155 T8TG pp. 132, 133, 138, 153
Relationships with Others	
3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).	
a) Interacts with significant adults.	T4TG p. 53
b) Seeks guidance from primary caregivers, teachers and other familiar adults.	T5TG p. 121 T7TG p. 155 T8TG p. 155
c) Transitions into unfamiliar setting with the assistance of familiar adults.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53

4. Develops positive relationships with their peers.

a) Approaches children already engaged in play.

T1TG pp. 114, 135
T5TG pp. 79, 95
T7TG p. 87

b) Interacts with other children (e.g. in play, conversation, etc.).

T1TG pp. 46, 61, 96, 114, 130, 135, 136, 154, 155
T2TG p. 151
T3TG pp. 121, 133
T4TG p. 53
T5TG pp. 79, 85, 95, 129
T7TG pp. 87, 150
T8TG pp. 132, 138, 153

c) Shares materials and toys with other children.

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

d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.

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

e) Develops close friendship with one or more peers.

T1TG pp. 46, 130, 154, 155

f) Offers support to another child or shows concern when a peer seems distressed.

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

5. Demonstrates pro-social problem solving skills in social interactions.

a) Seeks input from others about a problem.

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

b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).

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

c) Uses and accepts compromise, with assistance.

T1TG pp. 96, 102
T8TG p. 133

Accountability

6. Understands and follows routines and rules.

a) Displays an understanding of the purpose of 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) Engages easily in routine activities (e.g., story time, snack time, circle time).

T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146
T2TG pp. 119, 129
T3TG p. 51
T4TG p. 121

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c) Uses materials purposefully, safely and respectfully as set by group rules.	T7TG pp. 139, 157 T8TG pp. 111, 117
d) With assistance, understands that breaking rules has a consequence.	T1TG pp. 45, 52
e) Applies rules in new, but similar, situations.	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51
f) Demonstrates the ability to create new rules for different situations.	T1TG pp. 27, 33, 39, 45, 68, 120 T3TG p. 51
Adaptability	
7. Adapts to change.	
a) Easily separates himself/herself from parent or caregiver.	T5TG p. 121 T7TG p. 155 T8TG p. 155
b) Transitions with minimal support between routine activities and new/unexpected occurrences.	T1TG p. 45 T5TG pp. 107, 112, 121 T8TG p. 155 T7TG p. 155
c) Adjusts behavior as appropriate for different settings and/or events.	T1TG p. 45 T5TG pp. 107, 112, 121 T8TG p. 155 T7TG p. 155
d) Uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).	T5TG p. 121 T7TG p. 155 T8TG p. 155
Domain 4: Communication, Language, and Literacy	
PART A: APPROACHES TO COMMUNICATION	
NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Motivation	
1. Demonstrate that they are motivated to communicate.	
a) Participates in small or large group activities for story telling, singing or finger plays.	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) Asks questions.	T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 62, 95, 130, 135, 136 T5TG pp. 33, 62, 120, 130 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89

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c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	T1TG pp. 28, 148, 137 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 39, 34, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 156, 135 T8TG pp. 149, 151
d) Initiates conversations, both verbally and nonverbally, about things around them.	T1TG pp. 28, 36, 42, 96, 98, 121, 136, 149 T2TG pp. 28, 30, 34, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 34, 28, 40, 98, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104
e) Nods or gives non-verbal cues that he is understanding.	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
f) Maintains eye contact when trying to interact with a peer or adult.	T1TG p. 70 T5TG p. 138 T8TG pp. 53, 114, 151
g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).	T1TG pp. 81, 87 T5TG p. 47
Background Knowledge	
2. Demonstrates that he/she is building background knowledge.	
a) Asks questions related to a particular item, event or experience.	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
b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.	T1TG pp. 28, 36, 42, 96, 98, 121, 136, 149 T2TG pp. 28, 30, 34, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 34, 40, 98, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104

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c) Uses new vocabulary correctly.	T1TG pp. 40, 88, 120, 144 T2TG pp. 27, 33, 35, 64, 74, 80, 88, 96, 102, 103, 104, 109, 110, 122, 123, 132, 136, 137, 138, 144, 150, 151, 155, 156 T3TG pp. 27, 28, 33, 35, 36, 41, 68, 69, 71, 77, 82, 83, 88, 150, 151 T4TG pp. 34, 36, 41, 53, 74, 75, 148, 154 T5TG pp. 34, 44, 96, 119 T6TG pp. 28, 29, 35, 36, 40, 41, 42, 47, 68, 69, 74, 80, 82, 83, 97, 103, 108, 109, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 34, 54, 74, 75, 82, 99 T8TG pp. 40, 108, 110, 116, 122, 149, 150, 156
d) Makes comparisons to words and concepts already known.	T1TG pp. 36, 42, 121, 136 T2TG pp. 28, 30, 34 T3TG pp. 34, 40, 98 T6TG pp. 47, 132
Viewing	
3. Demonstrates that he/she understand what they observe.	
a) Uses vocabulary relevant to observations.	T1TG pp. 40, 103, 108, 142, 143, 144 T2TG pp. 40, 41, 74, 81, 102, 108, 115, 130, 136, 150 T3TG pp. 69, 74, 75, 76, 98, 103, 104, 99, 105, 110, 111, 123, 132, 137, 138, 143, , 144, 150, 151, 156, 157 T4TG pp. 28, 35, 46, 69, 74, 75, 81, 142 T5TG pp. 35, 40, 65, 69, 74, 103, 108, 123 T6TG pp. 41, 74, 149 T7TG pp. 40, 45, 82, 98, 104, 111, 122, 130, 144 T8TG pp. 40, 41, 47, 48, 49, 54, 75, 82, 83, 107, 108, 109, 115, 122, 142, 143, 149
b) Identifies emotions by observing faces in pictures and faces of peers and adults.	T1TG pp. 120, 121, 136, 155 T2TG p. 53 T3TG p. 102
c) Asks appropriate questions about visual text and observations.	T3TG pp. 83, 102, 136 T5TG p. 117 T7TG pp. 63, 75, 80, 81, 108
d) Makes inferences and draws conclusions based on information from visual text.	T1TG pp. 122, 136 T2TG pp. 102, 120, 154 T4TG p. 143 T5TG pp. 46, 83, 109, 130, 136, 137 T6TG pp. 34, 68, 75, 120, 136, 151, 154, 157 T7TG pp. 49, 52, 62, 68, 75, 108, 109, 114 T8TG pp. 34, 49, 83, 102, 117, 136, 151
e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	T3TG p. 136 T7TG p. 83
Representing	
4. Demonstrates his/her ability to express their ideas using a variety of methods.	
a) Uses facial expressions, body language, gestures, and sign language to express ideas.	T1TG pp. 81, 87 T5TG p. 47
b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).	T5TG p. 156

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c) Uses visual media to represent an actual experience.	T1TG p. 87 T4TG pp. 46, 131 T5TG pp. 74, 121, 145, 156 T6TG p. 75
d) Reviews and reflects on his/her own representations.	T5TG pp. 44, 156 T8TG p. 78
e) Writes and draws spontaneously to communicate meaning with peers or adults during play.	T1TG p. 99 T3TG p. 33
Vocabulary	
5. Demonstrates a growing receptive vocabulary.	
a) Understands and follows spoken directions.	T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
b) Identifies pictures related to words (show me the white dog).	T1TG p. 40 T3TG p. 149 T4TG pp. 40, 80, 110 T5TG pp. 53, 104, 120 T6TG pp. 102, 144 T7TG p. 28
c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).	T1TG pp. 62, 68, 96, 97, 102, 103, 123, 130, 136, 143, 149, 151, 157 T2TG pp. 28, 34, 35, 41, 47, 49, 68, 69, 83, 96, 102, 103, 109, 117, 123, 130, 136, 137, 143, 151, 157 T3TG pp. 28, 34, 35, 41, 49, 62, 68, 69, 75, 87, 89, 102, 103, 109, 117, 121, 123, 130, 132, 136, 137, 143, 151, 157 T4TG pp. 28, 34, 35, 49, 68, 69, 75, 81, 83, 89, 96, 102, 103, 109, 115, 117, 120, 136, 137, 149, 151, 155 T5TG pp. 34, 47, 49, 55, 68, 69, 89, 98, 102, 103, 109, 115, 117, 123, 136, 137, 143, 149, 151, 157 T6TG pp. 28, 34, 35, 41, 47, 52, 55, 62, 68, 80, 81, 83, 86, 102, 103, 104, 110, 136, 137, 143, 156 T7TG pp. 34, 35, 41, 47, 55, 68, 75, 81, 83, 89, 97, 102, 103, 109, 115, 130, 131, 136, 137, 143, 149, 157 T8TG pp. 28, 34, 41, 49, 52, 55, 62, 68, 75, 86, 89, 96, 102, 109, 123, 130, 136, 143, 149, 157
d) Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.	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

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6. Demonstrates a growing expressive vocabulary.	
a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 147, 148, 153 T2TG pp. 28, 39, 40, 51, 61, 62, 67, 73, 79, 85, 62, 80, 95, 96, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 61, 67, 74, 95, 96, 130, 135, 142, 148 T4TG pp. 28, 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
b) Uses more complex words in conversation.	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, 81, 82, 86, 96, 108, 114, 142, 148, 154 T4TG pp. 40, 52, 68, 74, 80, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 108, 122, 137, 144, 143 T6TG pp. 40, 62, 120, 142 T7TG pp. 79, 86, 88, 130, 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
c) Makes use of new and rare words introduced by adults or peers.	T1TG pp. 27, 39, 45, 51, 61, 67, 68, 73, 79, 85, 95, 101, 107, 113, 114, 119, 123, 129, 135, 141, 147, 148, 153, 155, 157 T2TG pp. 34, 39, 40, 41, 45, 46, 51, 61, 67, 68, 73, 74, 79, 85, 86, 102, 109, 115, 120, 123, 136, 137, 142, 146, 147, 149, 154, 157 T3TG pp. 34, 39, 45, 46, 51, 61, 67, 73, 74, 79, 80, 81, 85, 86, 89, 95, 101, 102, 107, 113, 119, 123, 129, 130, 135, 141, 142, 147, 148, 149, 153, 154, 157 T4TG pp. 27, 33, 39, 45, 51, 55, 61, 62, 67, 68, 73, 79, 81, 85, 86, 89, 95, 101, 102, 107, 108, 113, 114, 119, 129, 135, 141, 142, 147, 153, 157 T5TG pp. 27, 33, 39, 45, 51, 55, 61, 67, 73, 78, 79, 85, 86, 95, 101, 107, 108, 113, 119, 123, 129, 135, 141, 142, 147, 153, 154, 157 T6TG pp. 27, 33, 39, 40, 45, 51, 52, 55, 61, 67, 73, 79, 80, 85, 89, 95, 96, 101, 107, 113, 119, 123, 129, 135, 136, 141, 142, 147, 153, 157 T7TG pp. 27, 33, 39, 44, 45, 51, 52, 55, 61, 62, 67, 73, 74, 76, 79, 85, 86, 89, 95, 101, 107, 108, 113, 119, 120, 123, 129, 135, 141, 142, 147, 150, 153, 156, 157 T8TG pp. 27, 33, 39, 45, 46, 51, 55, 61, 67, 73, 74, 79, 80, 85, 89, 95, 101, 102, 107, 113, 119, 123, 129, 135, 136, 141, 147, 153, 157
d) Correctly names picture when asked, "What is this?"	T1TG p. 40 T3TG p. 149 T4TG pp. 40, 80, 110 T5TG pp. 53, 104, 120 T6TG pp. 102, 144 T7TG p. 28
e) Begins to use appropriate volume and speed so spoken message is understood.	T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157

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f) Initiates conversations about a book, situation, event or print in the environment.	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
PART B: ENGLISH LANGUAGE ARTS AND LITERACY (From the NYS Common Core Learning Standards)	
Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer about detail(s) in a text.	T1TG pp. 96, 130 T2TG pp. 34, 35, 47, 68, 96, 103, 109, 130, 137, 143 T3TG pp. 28, 35, 41, 62, 69, 75, 109, 121, 130 T4TG pp. 28, 35, 68, 96, 103, 109, 120 T5TG pp. 49, 68, 98, 157 T6TG pp. 28, 35, 41, 52, 62, 81, 103, 137, 143 T7TG pp. 68, 81, 115 T8TG pp. 41, 52, 62, 68, 86, 96, 109, 130
2. With prompting and support, retell familiar stories.	T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155, T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157
3. With prompting and support, ask and answer questions about characters and major events in a story.	T3TG pp. 117, 151 T5TG p. 151 T6TG p. 109 T8TG pp. 47, 115, 149
Craft and Structure	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	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
6. With prompting and support, can describe the role of an author and illustrator.	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34

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Integration and Knowledge of Ideas	
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 122, 120, 130, 136, 149, 154 T3TG pp. 28, 53, 155 T4TG pp. 28, 62, 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, 130, 136, 137, 143, 151 T6TG pp. 34, 41, 44, 49, 62, 68, 75, 81, 96, 104, 120, 130, 136, 143, 151, 154, 157 T7TG pp. 28, 34, 41, 49, 52, 62, 68, 75, 96, 108, 109, 114, 130, 136 T8TG pp. 34, 49, 83, 98, 102, 117, 136, 151, 154
8. Not applicable to literature.	
9. With prompting and support, students will compare and contrast two stories relating to the same topic.	T5TG pp. 52, 117
a) With prompting and support, students will make cultural connections to text and self.	T1TG pp. 28, 34, 46, 52 T2TG pp. 34, 47, 86, 115, 136 T3TG pp. 34, 52, 81, 83, 115, 136, 149, 154 T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155 T5TG pp. 34, 41, 53, 49, 75, 86, 87, 104, 109, 115, 136, 121, 149, 155 T6TG pp. 87, 117, 123, 136 T7TG pp. 86, 121, 123, 143, 151, 154 T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
Responding to Literature	
11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	T1TG pp. 28, 34, 46, 52 T2TG pp. 34, 47, 86, 115, 136 T3TG pp. 34, 52, 81, 83, 115, 136, 149, 154 T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155 T5TG pp. 34, 41, 53, 49, 75, 86, 87, 104, 109, 115, 136, 121, 149, 155 T6TG pp. 87, 117, 123, 136 T7TG pp. 86, 121, 123, 143, 151, 154 T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about details in a text.

T1TG pp. 96, 130
T2TG pp. 34, 35, 47, 68, 96, 103, 109, 130, 137, 143
T3TG pp. 28, 35, 41, 62, 69, 75, 109, 121, 130
T4TG pp. 28, 35, 68, 96, 103, 109, 120
T5TG pp. 49, 68, 98, 157
T6TG pp. 28, 35, 41, 52, 62, 81, 103, 137, 143
T7TG pp. 68, 81, 115
T8TG pp. 41, 52, 62, 68, 86, 96, 109, 130

2. With prompting and support, retell detail(s) in a 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

3. With prompting and support, describe the connection between two events or pieces of information in a text.

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

Craft and Structure

4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).

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

5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.

T1TG p. 143
T2TG pp. 83, 117, 123, 151, 157
T3TG pp. 49, 83, 89
T4TG pp. 117, 123
T6TG pp. 117, 123
T8TG pp. 117, 123

6. With prompting and support, can describe the role of an author and illustrator.

T1TG pp. 34, 102
T2TG pp. 34, 49, 83, 102, 117, 136, 151
T4TG pp. 34, 102
T5TG pp. 34, 136
T7TG p. 34

Integration and Knowledge of Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

T1TG p. 34
T2TG p. 68
T4TG pp. 68, 148
T5TG p. 49
T6TG pp. 41, 68, 75, 117, 136
T7TG pp. 86, 117, 123

8. Not applicable to prekindergarten.

9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).

T8TG pp. 49, 117

Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in group reading activities with purpose and understanding.

T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149
 T2TG pp. 47, 81, 96, 115, 130, 149
 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149
 T4TG pp. 47, 81, 149
 T5TG pp. 49, 89, 96, 123, 151, 157
 T6TG pp. 81, 149
 T7TG pp. 47, 81, 115, 149
 T8TG pp. 47, 81, 115, 149

Reading Standards: Foundational Skills

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a) Follow words from left to right, top to bottom, and page by page.

T1TG pp. 109, 117, 123, 151, 157
 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157
 T3TG pp. 109, 117, 143, 151, 157
 T4TG pp. 41, 75
 T6TG pp. 41, 151
 T7TG pp. 41, 49, 55, 75, 109, 151
 T8TG pp. 49, 55, 83, 89

b) Recognize that spoken words are represented in written language by specific sequences of letters.

T1TG pp. 68, 109, 117, 151
 T2TG pp. 49, 117, 151
 T5TG pp. 47, 83, 115, 117, 149
 T6TG pp. 83, 117, 151
 T7TG pp. 49, 83, 117, 151
 T8TG pp. 49, 83, 117, 151, 157

c) Understand that words are separated by spaces in print.

T1TG pp. 35, 117, 137, 143, 151
 T2TG pp. 49, 83, 117, 151
 T3TG pp. 49, 75, 83, 89, 109, 117, 123, 151
 T4TG pp. 49, 83, 111, 143, 151
 T5TG pp. 49, 55, 83, 89, 117, 151
 T6TG pp. 75, 83, 117, 123, 143, 151
 T7TG pp. 49, 83, 89, 117, 123, 151
 T8TG pp. 49, 83, 117, 151

d) Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.

T1TG pp. 103, 105, 107, 111, 113, 123, 137, 139, 145, 149, 157
 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 79, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157
 T3TG pp. 37, 43, 47, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157
 T4TG pp. 37, 43, 47, 55, 71, 77, 81, 89, 102, 105, 111, 115, 123, 129, 137, 139, 143, 145, 149, 157
 T5TG pp. 35, 37, 43, 47, 55, 69, 71, 77, 81, 103, 111, 115, 123, 137, 139, 149
 T6TG pp. 37, 43, 47, 55, 71, 77, 81, 89, 103, 105, 111, 137, 139, 145, 149, 157
 T7TG pp. 35, 37, 43, 47, 55, 71, 77, 81, 89, 103, 105, 111, 115, 123, 135, 137, 139, 145, 149, 157
 T8TG pp. 27, 29, 35, 37, 39, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 101, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157

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e) Recognize that letters are grouped to form words.	T1TG pp. 35, 117, 137, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 117, 151 T4TG pp. 49, 83, 111, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151
f) Differentiate letters from numerals.	T3TG p. 49 T5TG p. 81
Phonological Awareness	
2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).	
a) Engage in language play (e.g., alliterative language, rhyming, sound patterns).	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
b) Recognize and match words that rhyme.	T2TG pp. 143, 157 T3TG p. 47 T4TG pp. 47, 115 T5TG pp. 47, 81, 115 T6TG pp. 105, 109, 121, 123, 149 T7TG pp. 34, 71, 75, 89 T8TG pp. 35, 63, 69, 103, 137
c) Demonstrate awareness of relationship between sounds and letters.	T1TG pp. 103, 105, 107, 111, 113, 123, 137, 139, 145, 149, 157 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 79, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157 T3TG pp. 37, 43, 47, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157 T4TG pp. 37, 43, 47, 55, 71, 77, 81, 89, 102, 105, 111, 115, 123, 129, 137, 139, 143, 145, 149, 157 T5TG pp. 35, 37, 43, 47, 55, 69, 71, 77, 81, 103, 111, 115, 123, 137, 139, 149 T6TG pp. 37, 43, 47, 55, 71, 77, 81, 89, 103, 105, 111, 137, 139, 145, 149, 157 T7TG pp. 35, 37, 43, 47, 55, 71, 77, 81, 89, 103, 105, 111, 115, 123, 135, 137, 139, 145, 149, 157 T8TG pp. 27, 29, 35, 37, 39, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 101, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157
d) With support and prompting, isolate and pronounce the initial sounds in words.	T1TG pp. 103, 111, 137, 145 T2TG pp. 43, 69, 77, 101, 111, 137, 145 T3TG pp. 29, 35, 39, 43, 45, 69, 73, 77, 79, 103, 111, 137, 145, 147 T4TG pp. 35, 43, 69, 77, 111, 137, 145 T5TG pp. 33, 35, 37, 41, 43, 55, 67, 69, 77, 79, 101, 103, 105, 107, 111, 129, 137, 139, 143, 145, 157 T6TG pp. 35, 37, 41, 43, 55, 67, 69, 77, 103, 109, 111, 137, 139, 143, 145, 157 T7TG pp. 35, 37, 43, 51, 77, 85, 103, 111 T8TG pp. 47, 81, 89

Phonics and Word Recognition

3. Demonstrate emergent phonics and word analysis skills.

a) With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

T2TG pp. 43, 77, 101, 111, 145
T3TG pp. 77, 79, 147
T5TG pp. 41, 55, 101, 107, 129
T6TG pp. 67, 109, 139, 143
T7TG p. 111
T8TG pp. 47, 81

b) Recognizes own name and common signs and labels in the environment.

T1TG pp. 47, 69, 75, 81, 115, 129
T7TG pp. 73, 153

Fluency

4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).

T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 78, 81, 87, 115, 117, 149, 151
T2TG pp. 47, 49, 117, 81, 96, 115, 130, 149, 151
T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149
T4TG pp. 47, 81, 149
T5TG pp. 49, 78, 89, 96, 115, 117, 123, 149, 151, 157
T6TG pp. 44, 81, 83, 117, 149, 151
T7TG pp. 47, 49, 81, 83, 115, 117, 149, 151
T8TG pp. 47, 49, 78, 81, 83, 115, 117, 149, 151

Writing Standards

Text Types and Purposes

1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)

T1TG pp. 52, 86, 96, 99, 102, 108, 120, 133, 142, 146, 154, 156
T2TG pp. 31, 40, 44, 52, 65, 74, 80, 86, 96, 99, 102, 108, 120, 130, 133, 136, 142, 146, 154
T3TG pp. 31, 37, 40, 52, 65, 86, 99, 108, 112, 120, 122, 133, 142, 154
T4TG pp. 31, 40, 52, 65, 71, 74, 77, 86, 88, 99, 108, 120, 133, 142, 146, 154
T5TG pp. 28, 31, 40, 62, 65, 86, 99, 108, 120, 133, 139, 142, 145, 146, 154
T6TG pp. 31, 40, 52, 65, 74, 78, 86, 99, 108, 120, 133, 139, 142, 144, 145, 154
T7TG pp. 31, 40, 52, 65, 74, 86, 99, 108, 120, 133, 142, 154
T8TG pp. 31, 34, 37, 40, 43, 52, 65, 71, 74, 77, 86, 99, 108, 111, 112, 120, 133, 139, 142, 145, 154

2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

T1TG pp. 52, 86, 96, 99, 102, 108, 120, 133, 142, 146, 154, 156
T2TG pp. 31, 40, 44, 52, 65, 74, 80, 86, 96, 99, 102, 108, 120, 130, 133, 136, 142, 146, 154
T3TG pp. 31, 37, 40, 52, 65, 86, 99, 108, 112, 120, 122, 133, 142, 154
T4TG pp. 31, 40, 52, 65, 71, 74, 77, 86, 88, 99, 108, 120, 133, 142, 146, 154
T5TG pp. 28, 31, 40, 62, 65, 86, 99, 108, 120, 133, 139, 142, 145, 146, 154
T6TG pp. 31, 40, 52, 65, 74, 78, 86, 99, 108, 120, 133, 139, 142, 144, 145, 154
T7TG pp. 31, 40, 52, 65, 74, 86, 99, 108, 120, 133, 142, 154
T8TG pp. 31, 34, 37, 40, 43, 52, 65, 71, 74, 77, 86, 99, 108, 111, 112, 120, 133, 139, 142, 145, 154

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3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	T1TG pp. 52, 86, 96, 99, 102, 108, 120, 133, 142, 146, 154, 156 T2TG pp. 31, 40, 44, 52, 65, 74, 80, 86, 96, 99, 102, 108, 120, 130, 133, 136, 142, 146, 154 T3TG pp. 31, 37, 40, 52, 65, 86, 99, 108, 112, 120, 122, 133, 142, 154 T4TG pp. 31, 40, 52, 65, 71, 74, 77, 86, 88, 99, 108, 120, 133, 142, 146, 154 T5TG pp. 28, 31, 40, 62, 65, 86, 99, 108, 120, 133, 139, 142, 145, 146, 154 T6TG pp. 31, 40, 52, 65, 74, 78, 86, 99, 108, 120, 133, 139, 142, 144, 145, 154 T7TG pp. 31, 40, 52, 65, 74, 86, 99, 108, 120, 133, 142, 154 T8TG pp. 31, 34, 37, 40, 43, 52, 65, 71, 74, 77, 86, 99, 108, 111, 112, 120, 133, 139, 142, 145, 154
Production and Distribution of Writing	
4. Not applicable to prekindergarten (begins in grade 3).	
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	T8TG pp. 31, 37, 65, 71, 99, 133
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	T5TG p. 146 T8TG pp. 43, 111
Research to Build and Present Knowledge	
7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	T1TG pp. 52, 86, 120, 154 T2TG pp. 52, 86, 96, 102, 120, 130, 136, 154 T3TG pp. 52, 86, 120, 154 T4TG pp. 52, 86, 120, 154 T5TG pp. 28, 62, 86, 120, 154 T6TG pp. 52, 86, 120, 144, 154 T7TG pp. 52, 86, 120 T8TG pp. 52, 86, 120, 154
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	T1TG pp. 96, 99, 102, 133 T2TG pp. 31, 65, 99, 133 T3TG pp. 31, 65, 99 T4TG pp. 31, 65, 71, 77, 99, 133 T5TG pp. 65, 99, 133 T6TG pp. 65, 99, 133, 139 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 37, 43, 65, 71, 77, 99, 111, 133, 145
9. Not applicable to prekindergarten (begins in grade 4).	
Range of Writing	
10. Not applicable to prekindergarten (begins in grade 3).	
Responding to Literature	
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.	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

Speaking and Listening Standards

Comprehension and Collaboration

1. With guidance and support, participate in collaborative conversations with diverse partners about *pre-kindergarten topics and texts* with peers and adults in small and large groups.

a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

T1TG p. 80
T3TG pp. 40, 102
T8TG pp. 46, 80, 99, 114, 148, 151

b) Engage in extended conversations.

T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 147, 148, 153
T2TG pp. 28, 39, 40, 51, 61, 62, 67, 73, 79, 85, 62, 80, 95, 96, 108, 113, 114, 130, 135, 142, 146, 147, 148
T3TG pp. 27, 28, 46, 61, 67, 74, 95, 96, 130, 135, 142, 148
T4TG pp. 28, 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

c) Communicate with individuals from different cultural backgrounds.

T1TG p. 36
T3TG pp. 130, 136, 154, 155

2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

T1TG p. 63
T4TG p. 40
T7TG p. 108

3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

T6TG p. 121
T8TG p. 52

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

T1TG p. 87
T4TG pp. 46, 131
T5TG pp. 74, 121, 145, 156
T6TG p. 75

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6. Demonstrate an emergent ability to express thoughts, feelings and ideas.	T1TG pp. 27, 40, 41, 62, 103, 108, 130, 131, 142, 143, 144, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 40, 41, 42, 62, 63, 64, 68, 70, 74, 75, 76, 81, 82, 98, 102, 103, 104, 105, 108, 109, 111, 115, 121, 130, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 67, 69, 74, 75, 76, 98, 99, 103, 104, 105, 110, 111, 114, 116, 123, 132, 137, 138, 143, 144, 150, 151, 155, 156, 157 T4TG pp. 28, 34, 35, 36, 41, 46, 53, 69, 74, 75, 81, 142, 143 T5TG pp. 30, 36, 40, 41, 42, 52, 65, 68, 69, 70, 71, 74, 75, 76, 77, 97, 102, 103, 108, 114, 123, 130, 131, 136 T6TG pp. 28, 34, 35, 36, 40, 41, 42, 47, 63, 68, 69, 74, 80, 82, 97, 103, 108, 109, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 40, 45, 68, 74, 75, 77, 82, 98, 104, 105, 110, 111, 122, 130, 132, 133, 143, 144 T8TG pp. 30, 40, 41, 47, 48, 49, 54, 75, 81, 82, 83, 107, 108, 109, 110, 115, 116, 122, 130, 138, 142, 143, 144, 150, 156
Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a) Print some upper- and lower-case letters (e.g., letters in their name).	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 112, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 112, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 112, 131, 133, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139, 150 T8TG pp. 37, 43, 44, 71, 77, 105, 111, 139, 145
b) Use frequently occurring nouns and verbs (orally).	T1TG p. 130 T2TG pp. 109, 155 T3TG pp. 28, 67 T4TG pp. 75, 143 T6TG pp. 28, 41, 42, 68, 74, 103, 109, 132, 137, 149, 148 T7TG p. 82
c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>)	T3TG p. 115 T4TG p. 80 T5TG pp. 81, 83 T7TG p. 81
d) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	T3TG pp. 83, 102, 136 T5TG p. 117 T7TG pp. 63, 75, 80, 81, 108
e) In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	T3TG p. 149 T5TG pp. 132, 144, 145, 156, 157 T7TG p. 41
f) With guidance and support, produce and expand complete sentences in shared language activities.	T3TG pp. 81, 108, 114, 148, 154 T4TG pp. 74, 80 T5TG p. 108 T7TG p. 88
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a) Capitalize the first letter in their name.	T1TG p. 115

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b) Attempt to write a letter or letters to represent a word.	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
c) With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	T5TG p. 112 T8TG pp. 37, 44, 71, 105, 139
Knowledge of Language	
3. Use knowledge of language and how language functions in different contexts.	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
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i> .	
a) Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	T1TG pp. 36, 42, 121, 136 T2TG pp. 28, 30, 34 T3TG pp. 34, 40, 98 T6TG pp. 47, 132
5. With guidance and support, explore word relationships and nuances in word meanings.	
a) Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104
b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., <i>up, down, stop, go, in, out</i>).	T1TG p. 69 T4TG pp. 29, 35 T7TG pp. 40, 41, 62, 67, 115
c) Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	T1TG pp. 48, 76, 149 T2TG pp. 146, 150 T3TG p. 96 T4TG pp. 47, 114 T5TG p. 116 T6TG pp. 28, 53 T7TG pp. 62, 96 T8TG p. 98
d) Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	T2TG pp. 34, 75, 108, 114, 116, 156 T3TG pp. 36, 53, 64, 70, 80, 88, 104, 109, 115 T4TG pp. 42, 45, 51, 64, 68, 74, 87, 114, 120, 154 T5TG pp. 41, 46, 52, 62, 80, 96, 136, 144 T6TG pp. 46, 68, 109, 114, 148, 154 T7TG pp. 46, 52, 68, 136

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6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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
Domain 5: Cognition and Knowledge of the World	
MATHEMATICS (From the NYS Common Core Learning Standards)	
NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Mathematical Practices	
a) Make sense of problems and persevere in solving them.	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
b) Reason abstractly and quantitatively.	T2TG pp. 83, 150 T3TG pp. 31, 55, 88, 99, 122, T4TG pp. 43, 48, 54, 55, 82, 105, 111, 123, 132 T6TG pp. 64, 65, 70, 76, 77, 99, 123, 144, 156, 157 T8TG pp. 99, 104, 139, 156, 157
c) Construct viable arguments and critique the reasoning of others.	T1TG p. 156 T2TG pp. 64, 70, 71, 76, 88, 98, 104, 110, 150 T5TG pp. 30, 37, 48, 54, 64, 76, 82, 88, 98, 99 T6TG pp. 36, 37, 42, 43, 48, 54, 55, 71, 82, 122, 132, 138 T7TG pp. 30, 36, 42, 64, 70, 88 T8TG pp. 42, 48, 49, 54, 64, 70, 71, 76, 77, 88, 98, 144
d) Model with mathematics.	T2TG pp. 37, 55, 122 T4TG pp. 64, 65, 77, 83, 89, 138 T5TG pp. 144, 157 T6TG pp. 64, 65, 70, 76, 77, 82, 89, 99, 105, 122, 132, 133 T7TG pp. 48, 49, 110 T8TG pp. 43, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 105, 110, 111, 116, 156, 157
e) Use appropriate tools strategically.	T3TG pp. 88, 122, 138, 139, 144, 145 T4TG pp. 64, 65, 70, 71, 77, 83, 89, 122, 132, 133, 157 T5TG pp. 150, 151 T6TG pp. 122, 132, 133 T7TG p. 116 T8TG pp. 110, 116, 117

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f) Attend to precision.	T1TG pp. 111, 122, 157 T2TG pp. 55, 71, 76, 77, 88, 89, 98, 104, 105, 110, 117, 144, 150, 157 T3TG pp. 138, 144, 145, 157 T4TG pp. 150, 151 T5TG pp. 36, 42, 54, 55, 70, 76, 89 T6TG pp. 48, 64, 70, 76, 82, 88, 122, 132, 133, 138, 139, 157 T7TG pp. 99, 117, 123 T8TG pp. 43, 48, 82
g) Look for and make use of structure.	T1TG pp. 36, 42, 48, 54, 64, 70, 76, 82, 88, 98, 104, 110, 116, 117, 122, 123, 132, 138, 139, 144, 145, 150, 151, 156, 157 T2TG pp. 104, 117, 122, 132, 138, 150, 157 T3TG pp. 70, 89, 104, 105, 132 T4TG pp. 70, 98, 104, 117, 122, 133, 144 T5TG pp. 98, 104, 110, 116, 123, 132, 133, 138, 144, 150, 157 T6TG pp. 42, 110 T7TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 65, 71, 89, 99, 104, 105, 111, 123, 132, 133, 138, 139, 144, 151, 157 T8TG pp. 133, 151
h) Look for and express regularity in repeated reasoning.	T1TG pp. 151, 156 T2TG pp. 110, 116 T4TG pp. 138, 156 T8TG pp. 122, 138, 139, 150, 151, 156, 157
Counting and Cardinality	
Know number names and the count sequence.	
1. Count to 20.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138
2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).	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, 89, 98, 99, 104, 105, 110, 111, 117, 122, 123, 138, 150 T3TG pp. 33, 39, 116, 117, 133, 145 T4TG pp. 27, 30, 36, 37, 42, 48, 49, 64, 65, 67, 70, 71, 76, 77, 82, 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, 70, 77, 88, 89, 98, 104, 105, 111, 116, 117, 132, 144, 145, 150, 151, 156 T7TG pp. 98, 116, 117, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139, 143

Count to tell the number of objects.

3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.

a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

T2TG pp. 30, 31, 36, 37, 42, 43, 54, 71, 77, 82, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 144, 151
T3TG p. 116
T4TG pp. 30, 31, 36, 37, 42, 48, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 156, 157
T5TG pp. 81, 150
T6TG pp. 45, 104, 110, 139, 144, 150, 151, 156, 157
T8TG pp. 109, 143, 156

b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

T1TG pp. 76, 82
T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150
T3TG p. 39
T4TG pp. 42, 37
T5TG p. 151
T6TG pp. 88, 105, 111, 116, 132, 144, 145, 150, 151, 156
T7TG pp. 117, 156
T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 70, 71, 76, 88, 98, 123, 138, 139, 143

c) Understand that each successive number name refers to a quantity that is one larger.

T2TG pp. 70, 76, 77, 88, 89, 98, 99, 104, 105, 110, 111, 122, 123, 138, 150
T3TG pp. 33, 39
T4TG pp. 30, 36, 76, 82, 98, 104, 110, 116, 122
T5TG p. 150
T6TG pp. 64, 65, 70, 88, 89, 98, 105, 111, 144, 145, 150
T8TG pp. 98, 123, 138, 139

4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

T2TG pp. 76, 82, 116, 151
T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157
T6TG pp. 31, 37, 55, 99, 116, 117, 123, 138, 145, 150
T8TG pp. 110, 111

Compare numbers.

5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).

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

6. Identify “first” and “last” related to order or position.

T2TG pp. 132, 138, 144, 145, 156, 157
T3TG pp. 150, 151

Operations and Algebraic Thinking

Understand addition as adding to, and understand subtraction as taking from.

1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).

T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157
T7TG p. 48
T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157

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Understand simple patterns.	
2. Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.	T1TG pp. 48, 54, 64, 70, 82, 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, 116, 117 T7TG p. 82 T8TG pp. 132, 133
Measurement and Data	
Describe and compare measurable attributes.	
1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151, T5TG pp. 48, 49, 82, 83 T6TG p. 67
Sort objects and count the number of objects in each category.	
2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 43, 82, 83 T5TG pp. 30, 31, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>top, bottom, up, down, in front of, behind, over, under, and next to</i> .	T1TG pp. 42, 70, 79, 150, 151 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 64, 65, 71, 76, 98, 99, 104, 105, 110, 111, 123, 132, 144 T8TG p. 135
2. Correctly name shapes regardless of size.	T3TG pp. 41, 47 T5TG pp. 30, 31, 36, 37, 36, 42, 43, 48, 49, 54, 55, 64, 65, 70, 71, 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, 99, 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
Analyze, compare, and sort objects.	
1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 123 T3TG pp. 31, 37, 43, 83, 82 T5TG pp. 31, 65, 105, 111 T8TG pp. 132, 144
2. Create and build shapes from components (e.g., sticks and clay balls).	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110

SCIENCE

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Scientific Thinking

1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

a) Uses senses to gather, explore, and interpret information.

T1TG p. 78
T2TG pp. 96, 99, 101, 102, 108, 112, 113, 114, 119, 120
T7TG pp. 101, 148

b) Manipulates and observes objects in his or her surroundings to develop conclusions.

T1TG p. 78
T2TG pp. 113, 119
T5TG pp. 30, 36, 42, 62, 70, 76, 88, 95, 96, 102, 114, 119, 146
T6TG pp. 61, 63, 74, 95, 102, 114, 131, 133, 153
T7TG pp. 46, 62, 67, 68, 80, 95, 101, 112, 113, 114, 148

c) Makes observations and describes changes in objects, living things, and natural events in the environment.

T2TG p. 113
T5TG pp. 95, 96, 102, 114, 119
T6TG pp. 61, 63, 95, 102, 114, 131, 133
T7TG pp. 95, 112, 114, 148

d) Organizes his or her observations of objects and events by identifying, classifying, etc.

T1TG p. 78
T2TG pp. 113, 119
T5TG pp. 30, 36, 42, 62, 70, 76, 88, 95, 96, 102, 114, 119, 146
T6TG pp. 61, 63, 74, 95, 102, 114, 131, 133, 153
T7TG pp. 46, 62, 67, 68, 80, 95, 101, 112, 113, 114, 148

e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation.

T5TG pp. 96, 101, 102, 108, 114, 120
T6TG pp. 27, 51, 74, 96, 102, 114, 120
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 120, 130, 133, 136, 142, 148, 154

f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.

T5TG pp. 96, 101, 102, 108, 114, 120
T6TG pp. 27, 51, 74, 96, 102, 114, 120
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 120, 130, 133, 136, 142, 148, 154

2. Tests predictions through exploration and experimentation.

a) Gives oral, written or graphic explanations of what he/she wants to learn.

T7TG pp. 28, 44, 46, 52, 68, 74, 80, 86, 96, 112, 148

b) Uses a variety of tools and materials to test predictions through active experimentation. (Child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)

T2TG p. 113
T5TG pp. 95, 96, 101, 102, 114, 119, 120, 146
T6TG pp. 27, 51, 61, 63, 74, 95, 96, 102, 114, 131, 133
T7TG pp. 28, 34, 46, 62, 67, 68, 80, 86, 95, 96, 102, 108, 112, 114, 130, 133, 136, 148, 154

c) Replicates or changes the experimental approach.

T7TG p. 148

d) Records and organizes data using graphs, charts, science journals, or other means of recording.

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

3. Generates explanations and communicates conclusions regarding their experiments and explorations.

a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.

T5TG p. 30
T6TG pp. 95, 114
T7TG pp. 80, 95, 113, 148

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b) Identifies cause and effect relationships.	T6TG pp. 114, 153 T7TG pp. 80, 107, 120
c) Verifies predictions by explaining “how” and “why.”	T6TG p. 114 T7TG pp. 80, 102, 114, 130, 148
d) Makes age appropriate, logical conclusions about investigations.	T5TG p. 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 114, 133, 148
e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148
Earth and Space	
4. Observes and describes characteristics of earth and space.	
a) Investigates and identifies properties of soil, rocks, and minerals.	T5TG pp. 28, 39, 80
b) Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).	T7TG pp. 114, 130, 136, 147, 148, 154
c) Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.	T5TG p. 113 T7TG pp. 45, 46, 47
d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121 T7TG p. 27
e) Expresses ways the environment provides natural resources that are needed by people (wood for lumber to build shelter, water for drinking).	T5TG pp. 27, 28, 34, 39, 45, 46, 51, 52, 53, 62, 69, 80, 130, 135, 136, 142, 146, 148, 153, 154, 155
f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).	T5TG pp. 27, 28, 34, 39, 45, 46, 51, 52, 53, 62, 69, 80, 130, 135, 136, 142, 146, 148, 153, 154, 155
Living Things	
5. Observes and describes characteristics of living things.	
a) Observes and discusses similarities, differences, and categories of plants and animals.	T4TG p. 108 T5TG pp. 39, 80, 87 T6TG pp. 28, 33, 34, 40, 46, 51, 52, 61, 62, 68, 74, 79, 80, 85, 86, 96, 97, 99, 101, 102, 107, 108, 109, 114, 120, 130, 142, 148, 154 T7TG pp. 67, 73, 117
b) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86

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c) Explains why plants and animals need water and food.	T4TG p. 108 T5TG pp. 39, 80, 87 T6TG pp. 28, 33, 34, 40, 46, 51, 52, 61, 62, 68, 74, 79, 80, 85, 86, 96, 97, 99, 101, 102, 107, 108, 109, 114, 120 130, 142, 148, 154 T7TG pp. 67, 73, 117
d) Observes and discusses similarities, differences, and categories of plants and animals.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
e) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86
f) Explains why plants and animals need water and food.	T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120
g) Describes simple life cycles of plants and animals.	T5TG p. 119 T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 147, 148, 154, T7TG p. 147
h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.).	T6TG pp. 97, 99, 102, 108, 109, 120
i) Recognizes that plants and animals have some characteristics of their “parents.”	T6TG pp. 33, 46, 52, 120, 142
j) Observes, describes, and compares the habitats of plants and animals.	T3TG pp. 141, 143 T5TG pp. 62, 68, 73, 80, 86 T6TG p. 129
k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.	T5TG pp. 102, 108, 113, 120, 121
Physical Properties	
6. Acquires knowledge about the physical properties of the world.	
a) Describes, compares, and categorizes objects based on their properties.	T5TG pp. 136, 141, 147, 148, 155 T7TG pp. 95, 96, 101, 102, 107, 114, 120, 146 T8TG p. 147
b) Uses senses to explore different environments (classroom, playground, field trips).	T1TG p. 78 T2TG pp. 112, 113, 119 T7TG p. 101
c) Recognizes and describes the effect of his/her own actions on objects.	T7TG pp. 53, 108, 120, 142
d) Describes tools and their specific functions (e.g., hammer for pounding nails).	T5TG pp. 102, 121
e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).	T5TG p. 102 T7TG pp. 51, 67

New York State Prekindergarten Foundation for the Common Core	<i>DIG: Develop. Inspire. Grow.™</i>
f) Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)	T7TG pp. 130, 136, 153
g) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	T7TG pp. 96, 102, 114, 119, 120, 142
h) Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).	T7TG pp. 108, 130, 148, 154
SOCIAL STUDIES	
NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Geography	
1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.	
a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T2TG pp. 68, 74, 86 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T6TG p. 53 T7TG p. 121 T8TG p. 153
b) Describes how each person is unique and important.	T1TG pp. 36, 42 T2TG pp. 5, 28, 40, 45, 46 T3TG pp. 53, 130, 131, 136, 142, 148, 153, 154, 155 T7TG p. 143
c) Identifies family members, family characteristics and functions.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T2TG pp. 68, 74, 86 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T6TG p. 53 T7TG p. 121 T8TG p. 153
d) Identifies as a member of a family.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T2TG pp. 68, 74, 86 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T6TG p. 53 T7TG p. 121 T8TG p. 153
e) States how families are similar and different.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T2TG pp. 68, 74, 86 T3TG pp. 85, 95, 96, 108 T5TG p. 154 T6TG p. 53 T7TG p. 121 T8TG p. 153

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f) Describes his own community and/or cultural group.	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG p. 96
g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	T2TG pp. 5 T3TG pp. 130, 153, 154, 155 T7TG p. 143
h) Recognizes some community workers and describes what they do.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
2. Demonstrate awareness and appreciation of their own culture and other cultures.	
a) Talks about and/or shows items related to his/her family and cultural traditions to others.	T3TG pp. 130, 136
b) Questions why and/or how people are similar/different.	T2TG pp. 5 T3TG pp. 130, 153, 154, 155 T7TG p. 143
c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.	T3TG pp. 130, 136
d) Demonstrates an understanding of similarities and differences between and among individual people and families.	T2TG pp. 62, 68, 74, 80, 86
3. Demonstrates knowledge of the relationship between people, places, and regions.	
a) Identifies features of own home and familiar places.	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG p. 96
b) Names the street, neighborhood, city or and town where he/she lives.	T2TG pp. 75, 136 T3TG p. 113
c) Uses words that indicate direction, position and relative distance.	T3TG p. 31 T8TG p. 113
d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).	T3TG p. 40 T8TG p. 101
e) Creates representations of topographical features in artwork, and/or while playing with blocks, sand or other materials.	T8TG p. 107
f) Is aware of his/her surroundings.	T5TG pp. 62, 73 T8TG pp. 102, 108, 114, 120
History	
4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.	
a) Identifies routines and common occurrences in his/her life.	T4TG p. 121 T6TG p. 53
b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136

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c) Retells important events in sequential order.	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136
d) Demonstrates interest in current events that relate to family, culture, and community.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby…” or “before I moved to my new house.”	T4TG p. 121 T6TG p. 53
Civics, Citizenship, and Government	
5. Demonstrates an understanding of roles, rights, and responsibilities.	
a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
b) Expresses that rules are for everyone.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
c) Identifies rules that protect him/herself and others.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
d) Explains that rules affect children and adults.	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
e) Describes possible consequences when rules are not followed.	T1TG pp. 45, 52, 62, 68, 86, 108
6. Begins to learn the basic civic and democratic principles.	
a) Participates in making group rules and/or rules for daily routines and transitions.	T1TG pp. 45, 62, 120
b) Follows rules and may remind others of the rules.	T1TG pp. 45, 62, 74, 80, 119, 146
c) Applies the skills of communication, cooperation, respect and empathy with others.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120
d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.	T1TG pp. 34, 121 T5TG p. 102 T6TG p. 143 T8TG pp. 41, 75, 109, 143
Economics	
7. Develops a basic understanding of economic concepts within a community.	
a) Demonstrates an understanding that money is needed to exchange for some goods and services.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	T8TG p. 142
c) Recognizes the roles/contributions of community workers as they produce goods/ services that people need.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153

New York State Prekindergarten Foundation for the Common Core	<i>DIG: Develop. Inspire. Grow.™</i>
d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).	T8TG pp. 135, 136, 142
Career Development	
8. Demonstrates interest and awareness about a wide variety of careers and work environments.	
a) Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”	T3TG pp. 85, 108 T8TG p. 153
b) Recognizes that people depend on “community helpers” to provide goods and services.	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
c) Identifies the tools and equipment that correspond to various roles and jobs.	T3TG p. 87 T8TG p. 146
d) Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.	T8TG p. 146
e) Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”	T3TG p. 80
f) Talks about a parent’s, relative’s or neighbor’s job.	T3TG pp. 85, 108 T8TG p. 153
THE ARTS	
NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Visual Arts	
1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.	
a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).	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) Shows an interest in what can be created with tools, texture, color and technique.	T5TG pp. 34, 156
c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake)	T4TG p. 146 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 44
d) Chooses materials and subjects with intent and purpose.	T3TG p. 78 T4TG pp. 44, 78 T5TG pp. 71, 77, 133, 139, 145 T6TG p. 78

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e) Paints, draws and constructs models based on observations.	T1TG p. 112 T3TG p. 46
2. Responds and reacts to visual arts created by themselves and others.	
a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.	T5TG p. 156
b) Identifies similarities and differences among samples of visual art.	T5TG p. 156
c) Shares opinions about visual arts, creations, and experiences.	T5TG pp. 34, 156
Music	
3. Expresses oneself by engaging in musical activities.	
a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.	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) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	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
c) Engages in music activities having different moods, tempos, and rhythms.	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
d) Uses and explores traditional and non-traditional sound sources including those that are electronic.	T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121

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e) Creates sounds using traditional instruments (bells, drums, recorders, etc.) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).	T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121
4. Responds and reacts during musical activities.	
a) Observes a variety of musical performances, both vocal and instrumental.	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
b) Moves and keeps rhythm to different kinds of music.	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, 103, 109, 115, 137, 143, 149
c) Reacts to music through oral, written or visual expression.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
d) Compares and contrasts different samples of music.	T7TG p. 97 T8TG p. 137
e) Expresses his/her preference for certain kinds of music.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
f) Repeats, responds and/or reacts to lyrics and/or melodies.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T7TG p. 97 T8TG pp. 41, 137
Theatre/Dramatic Play	
5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.	
a) Represents fantasy, real-life, imagination, and literature through dramatic play.	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) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141

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c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.	T1TG p. 52 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149
d) Uses basic props, and costume pieces to establish time, setting, and character.	T1TG p. 114 T5TG p. 155
6. Responds and reacts to theater and drama productions.	
a) Demonstrates age-appropriate behavior when observing theatre and drama.	T8TG p. 149
b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.	T8TG p. 149
Dance/Creative Movement	
7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.	
a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	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
c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).	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
d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.	T2TG p. 44 T5TG p. 129 T8TG p. 155
e) Demonstrates a wide variety of movements and positions.	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

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f) Learns simple, repetitive dance steps and routines.	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
g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.	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
8. Responds and reacts to dance and creative movement.	
a) Imitates parts of dance or movement activity that he/she enjoys.	T1TG pp. 52, 64, 117 T6TG p. 143 T7TG pp. 143, 149, 155
b) Compares and contrasts different forms of dance.	T5TG p. 148
c) Demonstrates age appropriate audience behavior when observing dance and creative movement productions.	T8TG p. 131
d) Demonstrates interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
Cultural Differences	
9. Expresses an understanding of artistic difference among cultures.	
a) Compares his/her artistic creations with those from other cultures.	T5TG p. 156
b) Describes similarities and differences in dance and creative movements from other cultures.	T5TG p. 148
c) Distinguishes between different sounds of music and types of instruments from other cultures.	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
d) Discusses and dramatizations from various cultures.	T5TG p. 148

TECHNOLOGY

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Foundations to Technology

1. Describes types of materials and how they're used.

a) Discusses or describes characteristics of materials in the environment.

T2TG p. 113
T6TG pp. 61, 63, 95, 102, 114, 131
T7TG pp. 95, 112, 114, 148

b) Explains some uses for materials, e.g., wood, fur, plastic.

T5TG p. 155
T8TG p. 147

c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).

T5TG pp. 136, 141, 148
T7TG pp. 102, 107, 114

2. Explores and uses various types of tools appropriately.

a) Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).

T8TG pp. 27, 40, 46, 61, 67

b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).

This activity happens each week in Learning Centers.

c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).

This activity happens each week in Learning Centers.

d) Uses common tools to create simple objects or structures.

This activity happens each week in Learning Centers.

e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).

This activity happens each week in Learning Centers.

3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.

a) Identifies examples of technology used in daily life (e.g., telephone, computers, car).

T8TG pp. 28, 34, 39, 45, 46, 52, 96, 102, 108, 113, 120

b) Describes how technology can make finding information, completing tasks and solving problems faster and easier.

T8TG pp. 28, 34, 45, 46, 52, 74, 80, 85, 102, 108, 120

c) Identifies examples of how technology affects the environment, including home and school environments.

T8TG pp. 27, 40, 46, 61, 67

Using Technology

4. Understands the operation of technology systems.

a) Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).

This activity happens each week in Learning Centers.

New York State Prekindergarten Foundation for the Common Core	<i>DIG: Develop. Inspire. Grow.™</i>
b) Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	T8TG p. 46
c) Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	T8TG pp. 28, 34, 39, 45, 46, 52, 96, 102, 108, 113, 120
5. Uses the knowledge of technology to increase learning.	
a) Uses computer to write, draw and explore concepts.	T7TG p. 78
b) Learns basic skills by using age appropriate computer programs.	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
c) Uses technology tools independently (e.g., instructional media games, digital cameras).	<i>This activity happens each week in Learning Centers.</i>



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