

# Oklahoma PASS Standards for Pre-Kindergarten

# Correlation



# **DIG: Develop. Inspire. Grow.™**

**Correlated to the**

**Oklahoma**

**PASS Standards for**

**Pre-Kindergarten**

**Prepared by:**



**APPROACHES TO LEARNING**

There are basic principles or approaches to learning present for all children. Each child has his/her own unique approach to learning that should be fostered and encouraged as they grow and develop.

**Standard 1: The child demonstrates positive attitudes, habits, and learning styles.**

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| 1. Demonstrates an eagerness and interest in learning.   | T1TG pp. 61, 62, 131<br>T6TG pp. 28, 34<br>T7TG p. 108<br>T8TG pp. 130, 148   |
| 2. Develops and expands listening skills.  | T1TG pp. 28, 80, 148, 137<br>T2TG p. 62<br>T3TG pp. 40, 102, 121<br>T4TG pp. 39, 34, 107, 154<br>T5TG pp. 110, 114, 138, 156<br>T6TG p. 77<br>T7TG pp. 61, 156, 135<br>T8TG pp. 46, 80, 99, 114, 149, 151 |
| 3. Demonstrates self-direction and independence.   | T1TG pp. 44, 62, 112<br>T4TG p. 146<br>T5TG pp. 44, 139, 145<br>T7TG pp. 108, 136<br>T8TG pp. 44, 148   |
| 4. Demonstrates increasing ability to set goals and develop and follow through on plans.   | T1TG pp. 44, 112<br>T5TG pp. 133, 139, 145<br>T8TG pp. 44, 53   |
| 5. Manages transition between activities effectively.  | T1TG pp. 45, 69, 95<br>T2TG pp. 95, 107<br>T6TG p. 147<br>T8TG pp. 33, 53   |
| 6. Understands, accepts, and follows rules and routines.   | T1TG pp. 45, 52, 62, 68, 74, 80, 86, 87, 108, 119, 120, 146<br>T3TG pp. 53, 87  |
| 7. Develops increasing ability to find more than one solution to a question, task or problem.  | T3TG p. 132<br>T5TG pp. 132, 150, 157<br>T8TG pp. 71, 76, 77  |
| 8. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults. | T2TG pp. 30, 48, 76, 98<br>T3TG p. 132<br>T5TG pp. 132, 133, 139, 145, 150, 157<br>T6TG pp. 36, 42, 54, 70, 76, 83, 145<br>T7TG pp. 48, 49<br>T8TG pp. 36, 42, 43, 54, 64, 70, 71, 76, 77, 78, 82         |

**CREATIVE SKILLS**

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials.

**Standard 1: The child participates in activities that foster individual creativity.**

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| 1. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances. | T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137<br>T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137<br>T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137<br>T4TG pp. 29, 63, 69, 97, 103, 131<br>T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137<br>T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137<br>T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137<br>T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115 |
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| 2. Thinks of new uses for familiar materials.   | T4TG p. 146<br>T5TG pp. 133, 139, 145<br>T6TG p. 112<br>T7TG p. 44  |
| 3. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. | T1TG pp. 44, 52, 114, 141, 147<br>T2TG p. 88<br>T3TG pp. 44, 78, 102<br>T4TG p. 112<br>T5TG pp. 67, 85, 155<br>T6TG pp. 112, 119<br>T7TG pp. 78, 146<br>T8TG pp. 33, 81, 95, 101, 115, 141, 149 |
| 4. Works creatively using a variety of self-expressive materials and tools to creatively express ideas.           | T3TG pp. 46, 78, 112, 146<br>T4TG pp. 44, 78, 146<br>T5TG pp. 71, 77, 133, 139, 145, 156<br>T6TG pp. 44, 78, 112<br>T7TG p. 44<br>T8TG p. 146   |
| 5. Moves freely in response to music and change of tempo.   | T5TG p. 53<br>T8TG p. 103   |
| 6. Expresses thoughts and feelings through creative movement.   | T1TG pp. 80, 86, 154<br>T2TG pp. 52, 80, 86, 154<br>T3TG pp. 86, 120, 148, 154, 155<br>T4TG pp. 86, 154<br>T6TG pp. 120, 148<br>T7TG pp. 46, 154<br>T8TG pp. 87, 120, 121, 154                  |
| 7. Experiments with a variety of musical instruments.   | T1TG p. 109<br>T5TG pp. 121, 155<br>T7TG pp. 109, 121   |

## LANGUAGE ARTS

Young children begin to develop language arts skills through the context of shared reading with quality children’s literature, shared writing, language experience, reading and writing centers.

For English Language Learners (ELL), educators should gather information and appropriate procedures should be followed to determine which language should be used to understand the impact of second language acquisition on the child’s development and performance in the early childhood setting. Teachers need to assist ELL by building upon what children may already know in their native language. Emphasis should be placed on commonalities that exist between English and the native language. Extra time should be allowed for ELL to process information and formulate thoughts. It is important to use concrete objects and pictures to teach ELL children.

### Oral Language

#### Standard 1: Listening—The child will listen for information and for pleasure.

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| 1. Listens with interest to stories read aloud. | T1TG pp. 28, 148, 137<br>T2TG p. 62<br>T3TG pp. 40, 121<br>T4TG pp. 39, 34, 107, 154<br>T5TG pp. 110, 114, 138, 156<br>T6TG p. 77<br>T7TG pp. 61, 156, 135<br>T8TG pp. 149, 151 |
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| 2. Understands and follows oral direction.  | T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157<br>T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157<br>T3TG pp. 31, 45, 65, 99, 113, 133, 156<br>T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138<br>T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147<br>T6TG pp. 31, 31, 37, 55, 65, 89, 99, 101, 123, 145<br>T7TG pp. 31, 49, 54, 65, 99, 141<br>T8TG pp. 31, 33, 55, 65, 89  |
| <b>Standard 2: Speaking—The child will express ideas or opinions in group or individual settings.</b>       |  |
| 1. Uses language for a variety of purposes (e.g., expressing needs and interests).                          | T1TG pp. 27, 28, 51, 52, 61, 62, 81, 86, 87, 95, 99, 102, 104, 120, 123, 129, 136, 154, 157<br>T2TG pp. 45, 52, 61, 86, 120, 121, 123, 142, 155, 157<br>T3TG pp. 27, 46, 52, 53, 61, 62, 89, 95, 96, 113, 123, 129, 130, 155, 157<br>T4TG pp. 46, 53, 55, 61, 70, 87, 89, 95, 97, 109, 120, 123, 130, 157<br>T5TG pp. 27, 47, 52, 55, 79, 86, 87, 89, 95, 115, 123, 129, 133, 147, 149, 157<br>T6TG pp. 40, 51, 52, 55, 61, 78, 87, 89, 123, 131, 143, 154, 155, 157<br>T7TG pp. 22, 29, 52, 55, 61, 74, 80, 87, 89, 95, 116, 123, 129, 130, 132, 136, 142, 148, 155, 157<br>T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 98, 102, 104, 121, 123, 129, 154, 155, 157 |
| 2. Recalls and repeats simple poems, rhymes, and songs.   | T1TG pp. 33, 46, 80, 101, 103, 114, 116, 137, 148, 154<br>T2TG pp. 46, 80, 114, 148<br>T3TG pp. 33, 40, 46, 61, 74, 79, 114<br>T4TG pp. 40, 46, 74, 80, 85, 114, 120, 132, 137, 138, 142, 144, 148, 149, 153, 156<br>T5TG pp. 31, 46, 52, 54, 80, 81, 86, 96, 114, 131, 148, 154<br>T6TG pp. 51, 80, 86, 88, 98, 104, 114, 120, 129, 141, 148, 153, 154<br>T7TG pp. 28, 35, 46, 52, 69, 80, 81, 103, 114, 120, 148<br>T8TG pp. 42, 46, 64, 65, 70, 71, 76, 80, 88, 114, 119, 135, 138, 147, 148  |
| 3. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech. | T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149<br>T2TG pp. 40, 68, 74, 108, 120<br>T3TG pp. 52, 54, 74, 80, 81, 82, 86, 96, 108, 114, 142, 148, 154<br>T4TG pp. 40, 52, 68, 74, 80, 86, 142, 156<br>T5TG pp. 40, 41, 54, 68, 74, 86, 97, 108, 122, 137, 144, 143<br>T6TG pp. 40, 62, 120, 142<br>T7TG pp. 79, 86, 88, 130, 132<br>T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141  |
| 4. Shares simple personal narrative.  | T6TG p. 121<br>T8TG p. 52  |
| 5. Participates actively in conversations.  | T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 147, 148, 153<br>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<br>T3TG pp. 27, 28, 46, 61, 67, 74, 95, 96, 130, 135, 142, 148<br>T4TG pp. 28, 33, 40, 45, 46, 80, 86, 96, 102, 114, 142<br>T5TG pp. 33, 45, 62, 80, 96, 130, 148<br>T6TG pp. 28, 33, 46, 62, 79, 80, 129, 142, 147<br>T7TG pp. 62, 74, 85, 119, 137, 154<br>T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145   |

**Literacy**

**Standard 3: Print Awareness—The child will understand the characteristics of written language.**

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| <p>1. Demonstrates increasing awareness of concepts of print.</p>   | <p>T1TG pp. 97, 109, 111, 117, 123, 131, 143, 145, 151, 157<br/> T2TG pp. 29, 41, 43, 49, 63, 69, 75, 77, 83, 97, 109, 111, 117, 123, 131, 143, 145, 151, 157<br/> T3TG pp. 29, 35, 43, 49, 63, 77, 83, 89, 97, 109, 111, 117, 131, 143, 145, 151, 157<br/> T4TG pp. 29, 41, 43, 63, 69, 75, 77, 83, 86, 97, 111, 117, 123, 131, 145<br/> T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145<br/> T6TG pp. 29, 41, 43, 44, 47, 55, 63, 77, 83, 89, 97, 111, 117, 123, 131, 145, 151, 157<br/> T7TG pp. 29, 41, 43, 49, 55, 63, 75, 77, 97, 109, 111, 131, 145, 151<br/> T8TG pp. 49, 55, 83, 89, 117, 123</p> |
| <p>2. Identifies the front cover and back cover of a book.</p>  | <p>T1TG p. 143<br/> T2TG pp. 83, 117, 123, 151, 157<br/> T3TG pp. 49, 83, 89<br/> T4TG pp. 117, 123<br/> T6TG pp. 117, 123<br/> T8TG pp. 117, 123</p>   |
| <p>3. Follows book from left to right and from top to bottom on the printed page.</p>   | <p>T1TG pp. 109, 117, 123, 151, 157<br/> T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157<br/> T3TG pp. 109, 117, 143, 151, 157<br/> T4TG pp. 41, 75<br/> T6TG pp. 41, 151<br/> T7TG pp. 41, 49, 55, 75, 109, 151<br/> T8TG pp. 49, 55, 83, 89</p>   |
| <p>4. Shows increasing awareness of print in classroom, home and community settings.</p>  | <p>T1TG pp. 97, 111, 131, 145<br/> T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145<br/> T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151<br/> T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145<br/> T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145<br/> T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145<br/> T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145</p>  |
| <p>5. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</p>             | <p>T1TG pp. 68, 109, 117, 151<br/> T2TG pp. 49, 117, 151<br/> T5TG pp. 47, 83, 115, 117, 149<br/> T6TG pp. 83, 117, 151<br/> T7TG pp. 49, 83, 117, 151<br/> T8TG pp. 49, 83, 117, 151, 157</p>  |
| <p>6. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.</p>                            | <p>T1TG p. 129<br/> T7TG pp. 73, 153</p>  |
| <p>7. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).</p> | <p>T1TG pp. 97, 111, 131, 145<br/> T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145<br/> T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151<br/> T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145<br/> T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145<br/> T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145<br/> T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145</p>  |

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| 8. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces). | T1TG pp. 35, 117, 137, 143, 151<br>T2TG pp. 49, 83, 117, 151<br>T3TG pp. 49, 75, 83, 89, 109, 117, 123, 151<br>T4TG pp. 49, 83, 111, 143, 151<br>T5TG pp. 49, 55, 83, 89, 117, 151<br>T6TG pp. 75, 83, 117, 123, 143, 151<br>T7TG pp. 49, 83, 89, 117, 123, 151<br>T8TG pp. 49, 83, 117, 151  |
| 9. Role plays reading.  | T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 78, 81, 87, 115, 117, 149, 151<br>T2TG pp. 47, 49, 117, 81, 96, 115, 130, 149, 151<br>T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149<br>T4TG pp. 47, 81, 149<br>T5TG pp. 49, 78, 89, 96, 115, 117, 123, 149, 151, 157<br>T6TG pp. 44, 81, 83, 117, 149, 151<br>T7TG pp. 47, 49, 81, 83, 115, 117, 149, 151<br>T8TG pp. 47, 49, 78, 81, 83, 115, 117, 149, 151  |
| <b>Standard 4: Phonological Awareness—The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.</b>           |   |
| 1. Begins to hear, identify, and make oral rhymes (e.g., “The pig has a wig”).  | T2TG pp. 143, 157<br>T3TG p. 47<br>T4TG pp. 47, 115<br>T5TG pp. 47, 81, 115<br>T6TG pp. 105, 109, 121, 123, 149<br>T7TG pp. 34, 71, 75, 89<br>T8TG pp. 35, 63, 69, 103, 137   |
| 2. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., “I can clap the parts in my name: An-drew”).              | T1TG pp. 30, 36, 42<br>T3TG pp. 71, 75, 89, 136, 139, 143, 157<br>T4TG pp. 71, 75, 89<br>T5TG pp. 61, 71, 75, 89, 153   |
| <b>Standard 5: Phonemic Awareness—The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.</b>       |   |
| 1. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., “The first sound in sun is /s/”).        | T1TG pp. 103, 111, 137, 145<br>T2TG pp. 43, 69, 77, 101, 111, 137, 145<br>T3TG pp. 29, 35, 39, 43, 45, 69, 73, 77, 79, 103, 111, 137, 145, 147<br>T4TG pp. 35, 43, 69, 77, 111, 137, 145<br>T5TG pp. 33, 35, 37, 41, 43, 55, 67, 69, 77, 79, 101, 103, 105, 107, 111, 129, 137, 139, 143, 145, 157<br>T6TG pp. 35, 37, 41, 43, 55, 67, 69, 77, 103, 109, 111, 137, 139, 143, 145, 157<br>T7TG pp. 35, 37, 43, 51, 77, 85, 103, 111<br>T8TG pp. 47, 81, 89 |
| 2. Recognizes which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).                      | T2TG pp. 43, 77, 101, 111, 145<br>T3TG pp. 77, 79, 147<br>T5TG pp. 41, 55, 101, 107, 129<br>T6TG pp. 67, 109, 139, 143<br>T7TG p. 111<br>T8TG pp. 47, 81  |
| <b>Standard 6: Phonics (Letter Knowledge and Early Word Recognition)—The child will demonstrate the ability to apply sound-symbol relationships.</b>    |   |
| 1. Recognizes own name in print.  | T1TG pp. 47, 69, 75, 81, 115  |

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| 2. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.    | <p>T1TG pp. 35, 41, 47, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 105, 123, 131, 137, 139, 149, 157</p> <p>T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157</p> <p>T3TG pp. 29, 35, 37, 47, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157</p> <p>T4TG pp. 27, 29, 35, 37, 47, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157</p> <p>T5TG pp. 29, 35, 37, 47, 51, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157</p> <p>T6TG pp. 29, 35, 37, 47, 55, 63, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157</p> <p>T7TG pp. 29, 35, 37, 47, 55, 63, 71, 81, 89, 97, 103, 105, 109, 113, 115, 123, 131, 137, 139, 149, 157</p> <p>T8TG pp. 29, 35, 43, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157</p> |
| 3. Begins to recognize the sound association for some letters.  | <p>T1TG pp. 103, 105, 107, 111, 113, 123, 137, 139, 145, 149, 157</p> <p>T2TG pp. 35, 37, 43, 47, 71, 77, 78, 79, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157</p> <p>T3TG pp. 37, 43, 47, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157</p> <p>T4TG pp. 37, 43, 47, 55, 71, 77, 81, 89, 102, 105, 111, 115, 123, 129, 137, 139, 143, 145, 149, 157</p> <p>T5TG pp. 35, 37, 43, 47, 55, 69, 71, 77, 81, 103, 111, 115, 123, 137, 139, 149</p> <p>T6TG pp. 37, 43, 47, 55, 71, 77, 81, 89, 103, 105, 111, 137, 139, 145, 149, 157</p> <p>T7TG pp. 35, 37, 43, 47, 55, 71, 77, 81, 89, 103, 105, 111, 115, 123, 135, 137, 139, 145, 149, 157</p> <p>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</p>                                      |
| 4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. | <p>T1TG pp. 41, 47, 85, 105, 139, 149</p> <p>T2TG pp. 35, 47, 69, 71, 81, 97, 105, 115, 123, 131, 139, 149, 157</p> <p>T3TG pp. 29, 37, 47, 63, 69, 71, 81, 89, 97, 105, 115, 139</p> <p>T4TG pp. 29, 37, 63, 71, 105, 115, 139, 149</p> <p>T5TG pp. 37, 71, 81, 105, 139</p> <p>T6TG pp. 35, 47, 63, 81, 89, 97, 103, 123, 131, 137, 139, 149, 157</p> <p>T7TG pp. 29, 37, 71, 81, 89, 105, 115, 139, 149</p> <p>T8TG pp. 29, 35, 43, 63, 69, 97, 103, 131, 137</p>  |



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| <b>Standard 7: Vocabulary—The child will develop and expand knowledge of words and word meanings to increase vocabulary.</b>                        |  |
| 1. Shows a steady increase in listening and speaking vocabulary.  | T1TG pp. 27, 40, 41, 62, 103, 108, 130, 131, 142, 143, 144, 153<br>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<br>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<br>T4TG pp. 28, 34, 35, 36, 41, 46, 53, 69, 74, 75, 81, 142, 143<br>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<br>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<br>T7TG pp. 40, 45, 68, 74, 75, 77, 82, 98, 104, 105, 110, 111, 122, 130, 132, 133, 143, 144<br>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 |
| 2. Understands and follows oral directions (e.g., use of position words: under, above, through).  | T1TG pp. 88, 98, 111, 132, 147, 156<br>T2TG pp. 48, 99, 105, 122, 132, 133, 138, 139, 144, 145, 150, 156, 157<br>T3TG pp. 30, 31, 36, 42, 43, 64, 65, 70, 76, 89<br>T4TG pp. 30, 48, 76, 82, 98<br>T5TG pp. 36, 42, 48, 64, 70, 82, 83, 88, 98, 104, 122, 132, 138, 144, 157<br>T6TG pp. 42, 43, 54, 64, 70, 76, 82, 98, 110, 145, 156<br>T7TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 65, 71, 76, 82, 116, 138<br>T8TG pp. 42, 64, 151  |
| 3. Links new learning experiences and vocabulary to what is already known about a topic.  | T1TG pp. 28, 36, 42, 96, 98, 121, 136, 149<br>T2TG pp. 28, 30, 34, 35, 98, 104, 110, 122, 136, 148<br>T3TG pp. 34, 28, 40, 98, 109, 110<br>T4TG pp. 28, 40, 96, 97, 102, 130, 142<br>T5TG pp. 41, 109<br>T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155<br>T7TG pp. 110, 130<br>T8TG pp. 62, 68, 80, 104  |
| <b>Standard 8: Comprehension—The child will associate meaning and understanding with reading.</b>   |  |
| 1. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). | T1TG pp. 28, 34, 46, 52, 104<br>T2TG pp. 34, 47, 68, 86, 115, 136, 143<br>T3TG pp. 34, 41, 52, 62, 81, 83, 115, 117, 136, 149, 154<br>T4TG pp. 49, 52, 64, 68, 83, 115, 117, 136, 148, 149, 151, 155<br>T5TG pp. 28, 34, 41, 49, 53, 75, 83, 86, 87, 104, 109, 114, 115, 117, 121, 136, 149, 151, 155<br>T6TG pp. 41, 68, 75, 83, 87, 96, 114, 117, 123, 136, 117, 123, 136, 143<br>T7TG pp. 28, 86, 117, 121, 123, 151, 154<br>T8TG pp. 41, 52, 68, 75, 83, 87, 98, 109, 114, 117, 136, 143, 151  |

| <p align="center"><b>Oklahoma PASS Standards for<br/>Pre-Kindergarten</b></p>                               | <p align="center"><b><i>DIG: Develop. Inspire. Grow.™</i></b></p>  |
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| <p>2. Demonstrates progress in abilities to retell and dictate stories from books and experiences.</p>      | <p>T1TG pp. 123, 149, 157<br/> T2TG pp. 49, 83, 117, 123<br/> T3TG pp. 34, 49, 89, 117, 123, 151, 157<br/> T4TG pp. 81, 115, 149, 151, 155,<br/> T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157<br/> T6TG pp. 47, 55, 80, 83<br/> T7TG pp. 41, 55, 109, 143, 149, 157<br/> T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157</p>  |
| <p>3. Remembers and articulates some sequences of events.</p>   | <p>T3TG pp. 117, 151<br/> T5TG p. 151<br/> T6TG p. 109<br/> T8TG pp. 47, 115, 149</p>  |
| <p>4. Connects information and events to real-life experiences when being read a story.</p>                 | <p>T1TG pp. 28, 34, 46, 52<br/> T2TG pp. 34, 47, 86, 115, 136<br/> T3TG pp. 34, 52, 81, 83, 115, 136, 149, 154<br/> T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155<br/> T5TG pp. 34, 41, 53, 49, 75, 86, 87, 104, 109, 115, 136, 121, 149, 155<br/> T6TG pp. 87, 117, 123, 136<br/> T7TG pp. 86, 121, 123, 143, 151, 154<br/> T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143</p>   |
| <p>5. Demonstrates understanding of literal meaning of story being told through questions and comments.</p> | <p>T1TG pp. 62, 68, 96, 97, 102, 103, 123, 130, 136, 143, 149, 151, 157<br/> T2TG pp. 28, 34, 35, 41, 47, 49, 68, 69, 83, 96, 102, 103, 109, 117, 123, 130, 136, 137, 143, 151, 157<br/> 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<br/> T4TG pp. 28, 34, 35, 49, 68, 69, 75, 81, 83, 89, 96, 102, 103, 109, 115, 117, 120, 136, 137, 149, 151, 155<br/> T5TG pp. 34, 47, 49, 55, 68, 69, 89, 98, 102, 103, 109, 115, 117, 123, 136, 137, 143, 149, 151, 157<br/> T6TG pp. 28, 34, 35, 41, 47, 52, 55, 62, 68, 80, 81, 83, 86, 102, 103, 104, 110, 136, 137, 143, 156<br/> T7TG pp. 34, 35, 41, 47, 55, 68, 75, 81, 83, 89, 97, 102, 103, 109, 115, 130, 131, 136, 137, 143, 149, 157<br/> T8TG pp. 28, 34, 41, 49, 52, 55, 62, 68, 75, 86, 89, 96, 102, 109, 123, 130, 136, 143, 149, 157</p> |
| <p>6. Tells what is happening in a picture.</p>   | <p>T1TG pp. 28, 74, 105, 109, 117, 143<br/> T2TG pp. 28, 34, 49, 75, 81, 102, 122, 120, 130, 136, 149, 154<br/> T3TG pp. 28, 53, 155<br/> T4TG pp. 28, 62, 81, 96, 102, 130, 136, 142, 143, 148, 155<br/> T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 130, 136, 137, 143, 151<br/> T6TG pp. 34, 41, 44, 49, 62, 68, 75, 81, 96, 104, 120, 130, 136, 143, 151, 154, 157<br/> T7TG pp. 28, 34, 41, 49, 52, 62, 68, 75, 96, 108, 109, 114, 130, 136<br/> T8TG pp. 34, 49, 83, 98, 102, 117, 136, 151, 154</p>   |

**Writing**

**Standard 9: Writing Process—The child will use the “writing process” to express thoughts and feelings.**

1. Develops understanding that writing is a way of communicating for a variety of purposes.

T1TG pp. 52, 86, 99, 120, 133, 154  
T2TG pp. 31, 44, 65, 80, 99, 120, 133, 146, 154  
T3TG pp. 31, 37, 52, 65, 99, 112, 133, 154  
T4TG pp. 31, 65, 71, 77, 86, 99, 133, 146, 154  
T5TG pp. 31, 65, 86, 99, 120, 154  
T6TG pp. 31, 52, 65, 78, 86, 99, 120, 133  
T7TG pp. 31, 52, 99, 120, 133, 154  
T8TG pp. 31, 52, 65, 86, 99, 112, 133, 154  
T8TG pp. 31, 52, 112

2. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own 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

3. Participates in writing opportunities.

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

4. Begins to remember and repeat stories and experiences through drawing and dictation to the teacher.

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

**MATHEMATICS**

Young children begin to develop mathematical understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (e.g., blocks, pegs, buttons, cooking).

**Standard 1: Algebraic Reasoning: Patterns and Relationships—The child will sort and classify objects and analyze simple patterns.**

1. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).

T1TG pp. 30, 36, 42, 48, 54, 76, 82, 111, 123, 139, 145  
T2TG p. 78  
T3TG pp. 31, 37, 43, 82, 83  
T5TG pp. 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

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|--|---|
| 2. Recognize patterns, repeat them, and explain them verbally.   | 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<br>T2TG pp. 48, 49<br>T3TG pp. 48, 49<br>T4TG pp. 101, 107<br>T5TG pp. 85, 116, 117<br>T7TG p. 82<br>T8TG pp. 132, 133   |
| <b>Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.</b> |   |
| 1. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.     | 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<br>T3TG p. 116<br>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<br>T5TG pp. 81, 150<br><br>T6TG pp. 45, 104, 110, 139, 144, 150, 151, 156, 157<br>T8TG pp. 109, 143, 156   |
| 2. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.       | T1TG pp. 36, 76<br>T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123<br>T3TG pp. 116, 117<br>T4TG pp. 64, 70, 98, 104, 132, 153<br>T5TG pp. 31, 65, 150, 151<br>T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116<br>T8TG pp. 138, 139   |
| 3. Develops increasing ability to count in sequence to ten.  | T2TG pp. 36, 42, 54, 82, 88, 132<br>T3TG p. 116<br>T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156<br>T5TG p. 67<br>T6TG p. 101<br>T7TG p. 107<br>T8TG p. 138   |
| 4. Counts objects in a set one-by-one from one through ten.  | T1TG pp. 30, 36, 42, 76, 82<br>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<br>T3TG pp. 33, 39, 116, 117, 133, 145<br>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<br>T5TG pp. 31, 65, 98, 150, 151<br>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<br>T7TG pp. 98, 116, 117, 156<br>T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139, 143 |

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| 5. Identifies and creates sets of objects one through ten.   | T1TG pp. 30, 36, 42, 76, 82<br>T2TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 54, 64, 70, 76, 77, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 138, 150<br>T3TG pp. 33, 39, 116, 117, 145<br>T4TG pp. 27, 30, 31, 36, 37, 42, 48, 49, 55, 64, 65, 67, 70, 71, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 138, 139, 145, 151, 156, 157<br>T5TG pp. 98, 150, 151<br>T6TG pp. 31, 37, 55, 64, 65, 70, 77, 88, 89, 98, 99, 105, 111, 116, 117, 123, 132, 144, 145, 150, 151, 156<br>T7TG pp. 98, 116, 117, 156<br>T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 76, 88, 98, 109, 110, 111, 123, 138, 139, 143 |
| 6. Identifies numerals one through ten.  | T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144<br>T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 156, 157<br>T5TG p. 81<br>T6TG pp. 45, 104, 110, 116, 117, 138, 144, 145, 150, 156<br>T8TG p. 156  |
| 7. Recognizes the numerical value of sets of objects through ten.  | T2TG pp. 76, 82, 116, 151<br>T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157<br>T6TG pp. 31, 37, 55, 99, 116, 117, 123, 138, 145, 150<br>T8TG pp. 110, 111   |
| <b>Standard 3: Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.</b>                          |  |
| 1. Recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).   | T3TG pp. 41, 47<br>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<br>T6TG pp. 48, 82, 83<br>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<br>T8TG pp. 48, 49, 82, 83, 144, 145   |
| 2. Demonstrate an understanding of directionality, order and position of objects, and words (e.g., on, under, above).  | T1TG pp. 42, 70, 79, 150, 151<br>T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157<br>T7TG pp. 41, 64, 65, 71, 76, 98, 99, 104, 105, 110, 111, 123, 132, 144<br>T8TG p. 135   |
| <b>Standard 4: Measurement – The child will explore the concepts of measurement.</b>   |  |
| 1. Linear Measurement.   |  |
| a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).   | T3TG pp. 110, 122, 138, 139, 144, 145, 157<br>T4TG pp. 150, 151  |
| b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large). | T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157<br>T5TG pp. 48, 49, 82, 83<br>T6TG p. 67  |
| c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).   | T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157   |

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| 2. Time. Develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).                                  | T4TG p. 141<br>T5TG pp. 67, 85  |
| <b>Standard 5: Data Analysis – The child will collect, organize, and display data in a group setting.</b>   |   |
| 1. Begins to use numbers and counting as a means for solving problems and measuring quantity.   | T2TG p. 150<br>T3TG p. 156<br>T6TG pp. 30, 31, 36, 37, 43, 48, 54, 55, 70, 76, 77, 82, 89, 98, 99, 104, 105, 110, 111, 123<br>T7TG pp. 48, 49<br>T8TG pp. 36, 37, 42, 48, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123 |
| 2. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.                | T3TG pp. 98, 110<br>T5TG p. 112<br>T7TG pp. 102, 116, 117, 120<br>T8TG pp. 41, 75, 80<br>T7TG pp. 116, 117, 120   |
| 3. Describes similarities and differences between objects.  | T1TG pp. 30, 36, 42, 48, 54, 76, 82, 123<br>T3TG pp. 31, 37, 43, 83, 82<br>T5TG pp. 31, 65, 105, 111<br>T8TG pp. 132, 144   |
| <b>HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT</b>   |   |
| Young children need the opportunity to develop large and small motor skills through indoor and outdoor activities and games for the benefit of personal fitness and well being. |   |
| <b>Large Motor Skill Development</b>  |   |
| <b>Standard 1: The child will participate in activities that involve large motor skills.</b>  |   |
| 1. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).                        | T1TG pp. 150, 151<br>T2TG pp. 44, 61, 67, 75, 85, 107, 129<br>T6TG p. 146<br>T7TG pp. 79, 135<br>T8TG p. 73   |
| 2. Demonstrates body and space awareness to move and stop with control over speed and direction.  | T1TG pp. 46, 51, 116<br>T2TG pp. 33, 64<br>T3TG pp. 46, 87, 135<br>T4TG pp. 30, 31, 36, 37, 42, 80, 99, 105, 111, 117<br>T5TG pp. 141, 143, 154<br>T6TG pp. 27, 39, 85, 135<br>T7TG pp. 33, 153<br>T8TG pp. 44, 119                 |
| 3. Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).   | T1TG p. 116<br>T2TG p. 64<br>T3TG pp. 46, 135<br>T5TG p. 141<br>T6TG p. 27  |
| 4. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.                                     | T1TG pp. 150, 151<br>T2TG pp. 44, 61, 67, 75, 85, 107, 129<br>T3TG p. 147<br>T4TG p. 147<br>T5TG p. 141<br>T6TG p. 146<br>T7TG pp. 79, 135<br>T8TG pp. 45, 73   |

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| 5. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).    | T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151<br>T2TG pp. 39, 46, 107, 109, 114, 116, 148<br>T3TG pp. 75, 109, 114, 129, 147, 148<br>T4TG pp. 39, 79, 112, 147, 148<br>T5TG pp. 46, 80, 86, 141, 153<br>T6TG pp. 45, 114, 120, 154<br>T7TG pp. 52, 114, 120<br>T8TG pp. 46, 73, 80, 114, 148 |
| 6. Develops coordination and balance through a variety of activities.  | T1TG pp. 54, 64, 116, 150, 151<br>T2TG pp. 30, 33, 36, 54, 82, 88, 121<br>T3TG pp. 51, 67, 80, 101, 112<br>T4TG p. 27<br>T5TG pp. 27, 61, 78, 120<br>T6TG pp. 120, 146, 154<br>T7TG p. 61, 110   |
| <b>Small Motor Skill Development</b>   |  |
| <b>Standard 2: The child will participate in activities that involve small motor skills.</b>   |  |
| 1. Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles). | T1TG pp. 138, 144<br>T2TG pp. 145, 157<br>T3TG pp. 65, 111<br>T5TG pp. 71, 77, 105, 111, 139, 145<br>T6TG p. 146<br>T8TG pp. 37, 71, 105, 139  |
| 2. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).   | T1TG p. 144<br>T3TG pp. 104, 116, 117, 122<br>T4TG pp. 99, 105, 111, 117<br>T5TG pp. 139, 145<br>T6TG pp. 129, 135, 147, 153<br>T7TG pp. 31, 65, 145<br>T8TG pp. 37, 71, 105, 139  |
| <b>Health Enhancing Activity Development</b>   |  |
| <b>Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.</b>   |  |
| 1. Progresses in physical growth, strength, stamina, and flexibility.  | T4TG pp. 46, 101<br>T5TG p. 75   |
| 2. Understands that healthy bodies require rest, exercise, and good nutrition.   | T4TG pp. 28, 33, 34, 40, 46, 52, 62, 65, 68, 79, 80, 86, 101, 119, 121<br>T6TG p. 95   |
| 3. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).             | T2TG pp. 67, 153, 155<br>T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155<br>T5TG pp. 75, 121  |
| 4. Builds awareness and ability to follow basic health and safety rules.   | T1TG pp. 67, 68, 80, 85, 87<br>T2TG pp. 67, 121, 146, 147, 153, 154, 155<br>T4TG pp. 27, 28, 34, 52, 62, 65, 68, 79, 80, 86, 87, 119, 129, 130, 135, 136, 142, 146, 148, 154, 155<br>T6TG p. 95<br>T5TG pp. 75, 87, 121<br>T8TG p. 87  |

**SCIENCE**

Science knowledge is developed through experiences with real animals, plants and objects in the classroom and the environment.

**Science Processes and Inquiry**

**Standard 1: The child will investigate and experiment with objects to discover information.**

|   |   |
|---|---|
| 1. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.  | T1TG p. 78<br>T2TG pp. 113, 119<br>T5TG pp. 30, 36, 42, 62, 70, 76, 88, 95, 96, 102, 114, 119, 146<br>T6TG pp. 61, 63, 74, 95, 102, 114, 131, 133, 153<br>T7TG pp. 46, 62, 67, 68, 80, 95, 101, 112, 113, 114, 148      |
| 2. Explores and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).   | T5TG pp. 102, 121<br>T7TG pp. 51, 67  |
| 3. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to explore the vibration and sound, simple scale to determine heavy and light). | T2TG p. 113<br>T5TG pp. 95, 96, 101, 102, 114, 119, 120, 146<br>T6TG pp. 27, 51, 61, 63, 74, 95, 96, 102, 114, 131, 133<br>T7TG pp. 28, 34, 46, 62, 67, 68, 80, 86, 95, 96, 102, 108, 112, 114, 130, 133, 136, 148, 154 |
| 4. Ask questions, makes predictions, and communicates observations orally and/or in drawings.   | T5TG pp. 96, 101, 102, 108, 114, 120<br>T6TG pp. 27, 51, 74, 96, 102, 114, 120<br>T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 120, 130, 133, 136, 142, 148, 154   |
| 5. Explores cause and effect (e.g., temperature determines clothing choices).   | T6TG pp. 114, 153<br>T7TG pp. 80, 107, 120  |

**Physical Science**

**Standard 2: The child will investigate and describe objects that can be sorted in terms of physical properties.**

|   |  |
|---|--|
| 1. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.   | T1TG p. 78<br>T2TG pp. 96, 99, 101, 102, 108, 112, 113, 114, 119, 120<br>T7TG pp. 101, 148       |
| 2. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry). | T5TG pp. 136, 141, 147, 148, 155<br>T7TG pp. 95, 96, 101, 102, 107, 114, 120, 146<br>T8TG p. 147 |
| 3. Observes and describes how objects move (e.g., slide, turn, twirl, roll).  | T7TG pp. 53, 96, 102, 108, 114, 119, 120, 142  |

**Life Science**

**Standard 3: The child will observe and investigate plants and animals.**

|  |  |
|--|--|
| 1. Develops an awareness of what various plants and animals need for growth.   | T4TG p. 108<br>T5TG pp. 39, 80, 87<br>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<br>T7TG pp. 67, 73, 117 |
| 2. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken). | T5TG p. 119<br>T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 147, 148, 154,<br>T7TG p. 147   |



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| 3. Demonstrates a beginning awareness for the care of the plant and animal life around them.   | T3TG pp. 141, 143<br>T5TG pp. 62, 68, 73, 80, 86<br>T6TG pp. 108, 129  |
| <b>Earth/Space Science</b>   |  |
| <b>Standard 4: The child will investigate and observe the basic concepts of the Earth.</b>   |  |
| 1. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).   | T5TG pp. 28, 39, 80  |
| 2. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).   | T1TG p. 143<br>T4TG p. 51<br>T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121<br>T7TG p. 27   |
| 3. Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).  | T5TG pp. 102, 108, 113, 120, 121   |
| 4. Observes and participates in a variety of activities related to preserving the environment.   | T5TG pp. 27, 28, 34, 39, 45, 46, 51, 52, 53, 62, 69, 80, 130, 135, 136, 142, 146, 148, 153, 154, 155   |
| <b>SOCIAL AND PERSONAL SKILLS</b>  |  |
| Social skills include interacting with others, work habits and self-help skills. To develop these skills, children need daily opportunities to develop the ability to negotiate issues that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to deal with their feelings in a socially acceptable manner. |  |
| <b>Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others.</b>   |  |
| 1. Plays, works and interacts easily with one or more children and/or adults.  | T1TG p. 135<br>T2TG p. 151<br>T7TG p. 150<br>T8TG pp. 132, 138, 153  |
| 2. Begins to develop relationships with others.  | T1TG pp. 46, 61, 96, 114, 130, 135, 136, 154, 155<br>T3TG pp. 121, 133<br>T4TG p. 53<br>T5TG pp. 79, 85, 95, 129<br>T7TG p. 87   |
| 3. Recognizes the feelings of others and responds appropriately.   | T1TG pp. 52, 63, 102, 112, 120, 121, 129, 136, 146, 153, 155<br>T2TG pp. 34, 53, 78, 87, 95, 129<br>T3TG pp. 53, 102, 131, 153, 155<br>T4TG p. 44<br>T5TG pp. 33, 87<br>T7TG p. 155<br>T8TG p. 155 |
| 4. Develops confidence and stands up for own rights.   | T1TG pp. 39, 79, 119<br>T2TG p. 46<br>T4TG p. 79<br>T5TG pp. 40, 51, 121<br>T6TG p. 51<br>T7TG pp. 121, 129  |
| 5. Shows respect for others and their property.  | T1TG pp. 51, 95, 112<br>T2TG p. 87<br>T3TG pp. 44, 80<br>T4TG p. 113<br>T5TG p. 117  |

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| 6. Recognizes and expresses own feelings and respond appropriately.  | T1TG pp. 102, 119, 135, 136<br>T3TG pp. 80, 86<br>T4TG pp. 44, 52, 74<br>T5TG pp. 46, 109, 114<br>T6TG p. 146<br>T8TG p. 155  |
| 7. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.  | T1TG p. 96, 102, 130, 135<br>T2TG p. 151<br>T5TG p. 29<br>T6TG pp. 87, 155<br>T7TG pp. 150, 155<br>T8TG pp. 132, 133, 138, 153  |
| 8. Works independently and/or cooperatively to solve problems or resolve conflicts.  | T1TG pp. 96, 102, 121, 130, 133, 136154<br>T5TG p. 29<br>T6TG pp. 87, 105, 121, 145, 155<br>T7TG p. 155<br>T8TG pp. 132, 133  |
| 9. Seeks assistance from adult when appropriate.   | T5TG p. 121<br>T7TG p. 155<br>T8TG p. 155   |
| 10. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.  | T1TG pp. 52, 63, 102, 112, 121, 129, 136 146, 153, 155<br>T2TG pp. 34, 53, 78, 87, 95, 129<br>T3TG pp. 53, 131, 153, 155<br>T4TG p. 44<br>T5TG pp. 33, 87<br>T7TG p. 155<br>T8TG p. 155 |
| <b>Standard 2: The child will develop the skills necessary for participating in a variety of settings.</b>   |   |
| 1. States his/her full name, age, and name of parent or guardian.  | Assessment Guide pp. 17, 48   |
| 2. Shows ability to adjust to new situations.  | T1TG p. 45<br>T5TG pp. 107, 112, 121<br>T8TG p. 155<br>T7TG p. 155  |
| <b>SOCIAL STUDIES</b>  |   |
| Social studies provide an opportunity to develop an integrated curriculum using civics, geography, history and economics. Learning experiences may be provided through learning centers, resource people, projects, and field trips. |   |
| <b>Civics</b>  |   |
| <b>Standard 1: The child will exhibit traits of good citizenship.</b>  |   |
| 1. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).   | T1TG pp. 28, 34, 40, 46, 52, 74, 78, 96, 102, 108, 114, 120, 130, 136<br>T3TG pp. 95, 96<br>T5TG p. 154<br>T7TG p. 121  |
| 2. Recognizes the importance of his/her role as a member of the family, the class, and the community.  | T1TG pp. 28, 34, 40, 52, 78, 130, 136<br>T2TG pp. 68, 74, 86<br>T3TG pp. 85, 95, 96, 108<br>T5TG p. 154<br>T6TG p. 53<br>T7TG p. 121<br>T8TG p. 153                                     |

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| 3. Listens to others while in large and small groups.   | T1TG p. 61<br>T2TG p. 148<br>T3TG pp. 28, 96, 148<br>T4TG p. 80<br>T5TG pp. 96, 148<br>T6TG pp. 28, 46, 62, 79, 80   |
| 4. Shows respect for others and their property.   | T1TG pp. 51, 95, 112, 121, 129, 136, 146, 153, 155<br>T2TG pp. 53, 87<br>T3TG pp. 44, 53, 80, 131, 153, 155<br>T4TG p. 113<br>T5TG pp. 33, 87, 117<br>T7TG pp. 143, 155<br>T8TG p. 155 |
| 5. Develops an awareness of how people positively affect the environment.   | T3TG pp. 78, 96, 101, 102, 114, 120, 148<br>T5TG pp. 35, 53, 87, 130, 142, 147, 148, 154, 155<br>T6TG p. 45  |
| 6. Recognizes patriotic symbols and activities (e.g., American Flag).   | T1TG p. 9<br>T2TG p. 9<br>T3TG p. 9<br>T4TG p. 9<br>T5TG p. 9<br>T6TG p. 9<br>T7TG p. 9  |
| <b>Geography</b>  |  |
| <b>Standard 2: The child will demonstrate knowledge of basic geographic concepts.</b>                               |  |
| 1. Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).                     | T3TG pp. 28, 34, 40, 46, 52, 135, 141<br>T5TG pp. 62, 73<br>T8TG pp. 96, 102, 108, 114, 119, 120   |
| 2. Begins to develop an understanding of his/her community (e.g., home, school, city).                              | T3TG pp. 28, 31, 34, 40, 46, 52, 141<br>T8TG pp. 96, 113   |
| <b>Standard 3: The child will discuss how children in various communities and cultures are alike and different.</b> |  |
| 1. Explores how children have needs in common (e.g., food, clothing, shelter).                                      | T4TG pp. 109, 115<br>T8TG pp. 130, 136, 142, 146, 148, 154   |
| 2. Explores how children are unique as to languages, food, clothing, transportation, and customs.                   | T1TG pp. 36, 42<br>T2TG pp. 5, 28, 40, 45, 46<br>T3TG pp. 53, 130, 131, 136, 142, 148, 153, 154, 155<br>T7TG p. 143  |
| 3. Explores how families and communities build “traditions.”  | T3TG pp. 130, 136  |
| <b>Economics</b>  |  |
| <b>Standard 4: The child will explore various careers.</b>  |  |
| 1. Develops growing awareness of jobs and what is required to perform them.   | T3TG pp. 62, 68, 79, 85, 86, 87, 108<br>T8TG pp. 146, 153  |
| 2. Identifies various school and community personnel.   | T3TG pp. 62, 68, 79, 85, 86, 87, 108<br>T8TG p. 153  |
| 3. Develops an awareness of money being needed to purchase things.  | T8TG pp. 130, 135, 136, 142, 147, 148, 154   |



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