



Tennessee Early Learning Developmental Standards for Four-Year-Olds

Correlation



DIG: Develop. Inspire. Grow.™

Correlated to the

Tennessee Early Learning Developmental Standards for Four-Year-Olds

Prepared by:



0915



Tennessee Early Learning Developmental Standards for Four-Year-Olds	<i>DIG: Develop. Inspire. Grow.™</i>
Approaches to Learning	
With eagerness and curiosity actively engage in play as means of exploration and learning	
AL.PK.1. Independently interact with a variety of materials through multiple play activities.	<i>This activity happens each week in the Learning Centers.</i> T2TG pp. 27, 64 T3TG pp. 78, 146 T4TG pp. 44, 146
AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 62 T3TG p. 78 T4TG pp. 44, 146 T5TG p. 44 T6TG p. 78 T7TG pp. 108, 136 T8TG p. 148
AL.PK.3 Demonstrate an awareness of connection between prior and new knowledge.	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
Approach tasks and activities with flexibility and inventiveness	
AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 81, 87, 114 T3TG p. 46 T4TG p. 78 T5TG p. 47, 155, 156 T7TG p. 145
AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks <i>what, how, why, when, where, and/or what if</i>).	T3TG pp. 83, 102, 136 T4TG p. 130 T5TG p. 117 T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 63, 68, 75, 80, 81, 86, 96, 102, 108, 114, 130
AL.PK.6. Demonstrate a willingness to engage in new experiences and activities.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
Actively engage in problem solving	
AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance.	T2TG pp. 48, 76 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
AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem.	T2TG pp. 30, 98 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83 T8TG pp. 36, 42, 43, 54, 82

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Demonstrate persistence	
AL.PK.9. Maintain focus appropriate to completing task and/or learning activity.	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 44 T5TG pp. 139, 145
AL.PK.10. Seek assistance and/or information when needed to complete a task.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
Social Emotional	
Self-Concept	
SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	T1TG pp. 36, 42, 79, 141, 148 T2TG pp. 28, 45, 46, 96 T3TG p. 129 T7TG p. 147
SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community.	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T2TG pp. 62, 68, 74, 80, 86, 96 T3TG pp. 78, 95, 96 T5TG p. 53, 87, 142, 154 T6TG p. 53 T7TG p. 121
SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.	T1TG p. 79 T2TG p. 46 T7TG p. 129
Relationships with Adults	
SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).	T4TG p. 53 T5TG p. 129
SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
Relationship with Peers—develop positive relationships with peers	
SE.PK.6. Initiate play and interact positively with another child or children.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 61, 96, 114, 130, 135, 136, 154, 155 T2TG p. 151 T3TG pp. 121, 133 T5TG pp. 79, 85, 95 T7TG pp. 87, 150 T8TG p. 153
SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 46, 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
SE.PK.8. Show empathy and caring for others.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 112, 114, 120, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155

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Regulate own response to needs, feelings, and events	
SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate 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
SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
Understand and follow rules and routines	
SE.PK.12. Demonstrate an understanding of rules through actions and conversations.	T1TG pp. 27, 33, 39, 45, 52, 62, 68, 74, 80, 86, 87, 146 T2TG p. 151 T3TG pp. 51, 53, 87, 133 T7TG p. 53 T8TG p. 51
SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time).	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 27, 33, 45, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121 T5TG pp. 107, 112 T8TG p. 155
SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules.	<i>This activity happens each week in the Learning Centers.</i> T1TG p. 45 T5TG pp. 107, 112 T7TG pp. 139, 157 T8TG p. 111, 117, 155
Reading Informational Text	
Key Ideas and Details	
RI.PK.1. With modeling and support, ask and answer questions about informational text.	T1TG p. 96, 130 T2TG pp. 68, 96, 130 T3TG pp. 62, 86, 102, 130 T4TG pp. 62, 68, 96, 120, 130, 136 T5TG pp. 49, 62, 68, 98, 120, 130 T6TG pp. 62, 86 T7TG pp. 62, 68, 86, 98 T8TG pp. 62, 68, 86, 96, 130
RI.PK.2. With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities.	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

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RI.PK.3. With guidance and support, relate informational text to personal experience or other text.	T2TG pp. 86, 136 T3TG pp. 136, 154 T4TG pp. 49, 68, 83, 117, 136 T5TG pp. 49, 86, 104, 130, 136 T6TG pp. 102, 136 T7TG pp. 86, 154 T8TG pp. 68, 98, 120, 136
Craft and Structure	
RI.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words found in informational text.	T1TG pp. 62, 68, 86, 96, 102, 120, 130, 136, 154 T2TG pp. 62, 68, 86, 96, 102, 120, 130, 136, 154 T3TG pp. 62, 68, 86, 96, 98, 102, 110, 120, 130, 132, 136, 154 T4TG pp. 62, 68, 86, 96, 102, 120, 130, 136, 154 T5TG pp. 62, 68, 86, 96, 98, 102, 104, 120, 130, 136, 154 T6TG pp. 62, 68, 86, 96, 102, 104, 120, 130, 136, 154 T7TG pp. 62, 68, 86, 96, 98, 102, 104, 120, 130, 136, 154 T8TG pp. 62, 68, 86, 96, 102, 104, 120, 130, 136, 154
RI.PK.5. Identify that the title of the book is found on the front cover.	T2TG p. 151 T3TG pp. 83, 89 T4TG pp. 117, 123 T8TG pp. 117, 123
RI.PK.6. With guidance and support, identify the role of the author and the illustrator.	T1TG p. 102 T2TG pp. 102, 136, 151 T4TG p. 102 T5TG p. 136
RI.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the 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
Integration of Knowledge and Ideas	
RI.PK.8. (Begins in Kindergarten)	
RI.PK.9. With guidance and support, explore and identify the similarities and differences between books on the same topic.	T8TG pp. 49, 117
Range of Reading and Text Complexity	
RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed.	T1TG pp. 62, 68, 102, 136 T2TG pp. 68, 102, 130, 136, 151, 157 T3TG pp. 68, 87, 102, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136 T5TG pp. 55, 68, 102, 136 T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156 T7TG pp. 34, 68, 83, 89, 102, 130, 136 T8TG pp. 49, 55, 68, 102, 123, 136

Reading Literature

Key Ideas and Details

RL.PK.1. With modeling and support, ask, and answer (respond to) questions about text read aloud.

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

RL.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.

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

RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.

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

Craft and Structure

RL.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.

T1TG pp. 28, 34, 52
 T2TG pp. 28, 34, 41, 52, 109, 143, 149
 T3TG pp. 28, 34, 52, 75, 77, 81, 109
 T4TG pp. 28, 34, 41, 52
 T5TG pp. 28, 34, 41, 52, 109
 T6TG pp. 28, 34, 41, 47, 52, 115, 143
 T7TG pp. 28, 34, 41, 52, 75, 81
 T8TG pp. 28, 34, 52

RL.PK.5. Participate in listening to common types of text (e.g., storybooks, nursery rhymes, and poetry).

T1TG pp. 28, 34, 46, 52, 80, 97, 111, 114, 131, 145, 148
 T2TG pp. 28, 29, 34, 43, 46, 52, 63, 69, 77, 80, 97, 111, 114, 131, 145, 148
 T3TG pp. 28, 29, 34, 35, 43, 46, 49, 52, 63, 77, 80, 97, 111, 114, 131, 145, 148, 151
 T4TG pp. 29, 34, 43, 46, 52, 63, 69, 77, 80, 97, 111, 114, 131, 145, 148, 151
 T5TG pp. 28, 29, 34, 43, 46, 52, 63, 77, 80, 97, 111, 114, 131, 145, 148, 151
 T6TG pp. 28, 29, 34, 43, 46, 52, 63, 77, 80, 97, 111, 114, 131, 145, 148, 151
 T7TG pp. 28, 29, 34, 43, 46, 52, 63, 77, 80, 97, 111, 114, 131, 145, 148, 151
 T8TG pp. 28, 34, 46, 52, 80, 114, 148, 151

RL.PK.6. With guidance and support identify the role of the author and the illustrator.

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

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Integration of Knowledge and Ideas	
RL.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.	T1TG pp. 28, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 149 T3TG pp. 28, 81 T4TG pp. 28, 81, 148 T5TG pp. 28, 34, 41, 75, 83, 109, 117, 143, 149, 151 T6TG pp. 41, 49, 75, 81, 109, 117, 143, 151 T7TG pp. 28, 34, 41, 52, 109 T8TG pp. 34, 83
RL.PK.8. (Not applicable to literature)	
RL.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.	T1TG pp. 28, 52 T2TG pp. 34, 115 T3TG pp. 34, 149 T4TG pp. 52, 115 T5TG pp. 34, 41, 52, 109, 115, 117 T6TG p. 117 T8TG p. 52
Range of Reading and Text Complexity	
RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed.	T1TG pp. 28, 34, 52, 117, 151 T2TG pp. 28, 34, 41, 47, 49, 52, 75, 81, 83, 109, 115, 117, 143, 149, 151 T3TG pp. 28, 34, 41, 47, 49, 52, 75, 81, 109, 115, 117, 143, 149, 151 T4TG pp. 28, 34, 41, 47, 52, 75, 81, 109, 115, 143, 149, 151 T5TG pp. 28, 34, 41, 47, 52, 75, 81, 83, 109, 115, 117, 143, 149, 151 T6TG pp. 28, 34, 41, 47, 49, 52, 75, 81, 83, 109, 115, 117, 143, 149, 151 T7TG pp. 28, 34, 41, 47, 49, 52, 75, 81, 109, 115, 143, 149, 151 T8TG pp. 28, 34, 41, 47, 52, 75, 81, 83, 109, 115, 143, 149, 151
Reading Foundational Skills	
Print Concepts	
RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures.	T1TG p. 129 T7TG pp. 73, 153
RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back.	T1TG pp. 109, 117, 123, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 109, 117, 143, 151, 157 T4TG pp. 41, 75, 83 T6TG pp. 41, 47, 55, 83, 89, 151, 157 T7TG pp. 41, 49, 55, 75, 109, 151 T8TG pp. 49, 55, 83, 89
RF.PK.1b. Recognize spoken words can be written and read.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157

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RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.	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
RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.	T1TG pp. 35, 41, 47, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 105, 123, 131, 137, 139, 149, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T4TG pp. 27, 29, 35, 37, 47, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T5TG pp. 29, 35, 37, 47, 51, 55, 63, 69, 71, 81, 89, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 63, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 37, 47, 55, 63, 71, 81, 89, 97, 103, 105, 109, 113, 115, 123, 131, 137, 139, 149, 157 T8TG pp. 29, 35, 43, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
Phonological Awareness	
RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds.	T1TG pp. 30, 36, 42, 139, 143, 157 T2TG pp. 37, 41 T3TG pp. 71, 75, 89, 136, 139, 143, 145, 157 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
RF.PK.2a. Recognize and discriminate rhyming words in spoken language.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 115, 139, 145 T3TG pp. 43, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 145, 147 T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145, 149 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 35, 69, 97, 103, 131, 137
RF.PK.2b. Participate in oral activities to introduce counting syllables in familiar words and words in a sentence.	T1TG pp. 30, 36, 42, 139, 143, 157 T2TG pp. 37, 41 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
RF.PK.2c. (Begins in Kindergarten or when individual child is ready)	
RF.PK.2d. (Begins in Kindergarten or when individual child is ready)	
RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89

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Phonics and Word Recognition	
RF.PK.3. Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.	T1TG pp. 103, 105, 107, 111, 113, 117, 123, 129, 137, 139, 145, 149, 151, 157 T2TG pp. 35, 37, 43, 47, 49, 71, 77, 78, 79, 81, 83, 103, 105, 115, 117, 123, 131, 137, 139, 147, 149, 151, 157 T3TG pp. 37, 43, 47, 49, 77, 81, 83, 89, 103, 105, 111, 115, 117, 123, 137, 139, 149, 151, 157 T4TG pp. 37, 43, 47, 49, 55, 71, 77, 81, 83, 89, 102, 105, 111, 115, 117, 123, 129, 137, 139, 143, 145, 149, 151, 157 T5TG pp. 35, 37, 43, 47, 49, 55, 69, 71, 77, 81, 83, 103, 111, 115, 117, 123, 137, 139, 149, 151 T6TG pp. 37, 43, 47, 49, 55, 71, 77, 81, 83, 89, 103, 105, 111, 117, 137, 139, 145, 149, 151, 157 T7TG pp. 35, 37, 43, 47, 49, 55, 71, 73, 77, 81, 83, 89, 103, 105, 111, 115, 117, 123, 135, 137, 139, 145, 149, 151, 153, 157 T8TG pp. 27, 29, 35, 37, 39, 43, 49, 51, 55, 61, 63, 69, 71, 73, 77, 83, 89, 95, 97, 101, 103, 105, 111, 113, 117, 123, 129, 131, 139, 145, 151, 157
RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.	T1TG pp. 103, 109, 123, 137, 157 T2TG pp. 45, 69, 123, 137, 157 T3TG pp. 35, 69, 89, 103, 123, 137, 157 T4TG pp. 35, 55, 69, 89, 123, 137, 157 T5TG pp. 35, 55, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 55, 89, 103, 123, 157
RF.PK.3b. (Begins in Kindergarten or when individual child is ready)	
RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).	T1TG pp. 47, 69, 75, 81, 129, 115 T7TG pp. 73, 153
RF.PK.3d. With guidance and support, discriminate between words with the same and different first letter sounds.	T2TG pp. 43, 77, 111, 145 T3TG pp. 77, 79, T5TG pp. 41, 55 T6TG pp. 67, 139 T7TG p. 111
Fluency	
RF.PK.4. Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support "reading" the words in the text.	T1TG pp. 28, 74, 105, 109, 117, 123, 143, 149, 157 T2TG pp. 28, 34, 49, 75, 81, 83, 102, 117, 123, 130, 149 T3TG pp. 28, 34, 49, 53, 89, 117, 123, 151, 155, 157 T4TG pp. 28, 62, 81, 96, 102, 115, 130, 136, 142, 148, 149, 151, 155 T5TG pp. 28, 34, 41, 46, 47, 49, 62, 68, 75, 78, 83, 89, 96, 98, 102, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 41, 44, 47, 49, 55, 62, 68, 75, 80, 81, 83, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 55, 62, 68, 96, 109, 130, 136, 143, 149, 157 T8TG pp. 34, 41, 75, 83, 89, 98, 109, 143, 149, 154, 157

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Writing	
Text Types and Purposes	
W.PK.1. With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.	T2TG pp. 31, 65 T3TG pp. 31, 154 T4TG pp. 86, 99 T5TG pp. 86, 99, 154 T7TG p. 31
W.PK.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.	T1TG pp. 86, 120, 154 T2TG pp. 99, 120, 133, 154 T3TG pp. 52, 65 T4TG pp. 65, 71, 77, 133 T5TG p. 65 T6TG pp. 31, 52, 65, 99, 133 T7TG pp. 99, 120 T8TG pp. 65, 99, 133, 154
W.PK.3. With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.	T1TG pp. 52, 99, 133 T3TG pp. 99, 133 T4TG pp. 31, 154 T5TG pp. 31, 120 T6TG p. 120 T7TG pp. 133, 154 T8TG pp. 31, 52, 112
Production and Distribution of Writing	
W.PK.4. (Begins in Grade 3)	
W.PK.5. (Begins in Kindergarten or when individual child is ready).	
W.PK.6. With guidance and support, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones), to convert oral messages and ideas into words and/or pictures.	T5TG p. 146 T8TG pp. 43, 111
Research to Build and Present Knowledge	
W.PK.7. With guidance and support, participate in shared writing projects (e.g., explore several books by one author and express opinions about them through activities such as dictated writing or drawing).	T2TG pp. 52, 86, 96, 102, 120, 130, 136, 154 T3TG pp. 52, 86 T4TG pp. 86, 120 T5TG pp. 28, 62 T6TG pp. 52, 86, 120, 144, 154 T7TG p. 86 T8TG p. 154
W.PK.8. With guidance and support, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question.	T2TG pp. 130, 136 T5TG pp. 133, 139 T6TG p. 154 T7TG p. 86 T8TG p. 34
W.PK.9. (Begins in Grade 4)	
W.PK.10. (Begins in Grade 3)	

Speaking and Listening

Comprehension and Collaboration

SL.PK.1. Participate in collaborative conversations which include book reading and theme-related vocabulary, with adults and other children during transitions and routine daily activities, including free play.

T1TG pp. 33, 46, 80, 101, 103, 114, 116, 137, 148, 154
 T2TG pp. 46, 80, 114, 148
 T3TG pp. 33, 40, 46, 61, 74, 79, 114
 T4TG pp. 40, 46, 74, 80, 85, 114, 120, 132, 137, 138, 142, 144, 148, 149, 153, 156
 T5TG pp. 31, 46, 52, 54, 80, 81, 86, 96, 114, 131, 148, 154
 T6TG pp. 51, 80, 86, 88, 98, 104, 114, 120, 129, 141, 148, 153, 154
 T7TG pp. 28, 35, 46, 52, 69, 80, 81, 103, 114, 120, 148
 T8TG pp. 42, 46, 64, 65, 70, 71, 76, 80, 88, 114, 119, 135, 138, 147, 148

SL.PK.1a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, actively listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer).

T1TG p. 61
 T2TG p. 148
 T3TG pp. 28, 96, 148
 T4TG p. 80
 T5TG pp. 96, 148
 T6TG pp. 28, 46, 62, 79, 80

SL.PK.1b. Engage in an extended conversation, striving for five verbal exchanges between adult and child.

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

SL.PK.2. Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).

T1TG pp. 52, 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, 119
 T7TG pp. 41, 55, 109, 143, 146, 149, 157
 T8TG pp. 34, 41, 75, 81, 89, 109, 115, 143, 149, 157

SL.PK.3. With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.

T1TG p. 75
 T2TG p. 141
 T3TG p. 39
 T4TG pp. 61, 107, 130
 T5TG p. 28
 T6TG pp. 44, 74
 T7TG pp. 61, 62, 73, 81, 86, 87, 108
 T8TG p. 144

Presentation of Knowledge and Ideas

SL.PK.4. Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.

T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155
 T2TG pp. 40, 53, 69, 87, 120
 T3TG pp. 30, 53, 121, 142
 T4TG p. 121
 T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, 142, 155, 156
 T6TG pp. 53, 74, 108, 120, 142, 143
 T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143
 T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148

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SL.PK.5. Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.	<i>This activity happens each week in the Learning Centers.</i> T3TG pp. 46, 148 T6TG p. 44
SL.PK.6. Speak clearly and audibly to express thoughts, feelings, and ideas.	T1TG pp. 27, 28, 51, 52, 61, 62, 86, 95, 99, 102, 120, 123, 129, 136, 154, 157 T2TG pp. 45, 52, 61, 86, 120, 121, 123, 142, 155, 157 T3TG pp. 27, 52, 53, 61, 89, 95, 96, 113, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 70, 87, 89, 95, 97, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 115, 123, 129, 133, 149, 157 T6TG pp. 40, 51, 52, 55, 61, 78, 87, 89, 123, 131, 143, 154, 155, 157 T7TG pp. 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 155, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 98, 102, 121, 123, 129, 154, 155, 157
SL.PK.6a. English Learner students use home language as well as English language through prompting and support.	T1TG pp. 40, 63, 76, 81, 88, 98, 104, 109, 114, 132 T2TG pp. 30, 36, 40, 42, 46, 68, 74, 88, 98, 102, 103, 115, 122, 138, 142, 150, 154 T3TG pp. 40, 69, 103, 115, 154, 155, 156 T4TG pp. 30, 36, 40, 47, 54, 74, 81, 86, 102, 104, 121, 142, 155 T5TG pp. 42, 63, 68, 81, 108, 115, 132, 149 T6TG pp. 40, 42, 47, 74, 81, 97, 116, 130, 131, 142 T7TG pp. 35, 74, 80, 87, 103, 130, 137, 144, 155 T8TG pp. 40, 96, 121, 136, 138, 142
Language	
Conventions of Standard English	
L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea.	T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 144, 143 T6TG pp. 40, 62, 120, 142 T7TG p. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
L.PK.1a. With modeling and support print some upper- and lower-case letters (letters may not be of conventional size or shape).	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145
L.PK.1b. With modeling and support, use frequently occurring (often theme-based) vocabulary words.	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156

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L.PK.1c. With modeling and support, use the plural form of regular nouns in oral communication.	T3TG p. 115 T4TG p. 80 T5TG pp. 81, 83 T7TG p. 81
L.PK.1d. With guidance and support, use question words (e.g., <i>who, what, where, when, why, how</i>) to gather information.	T3TG pp. 83, 102, 136 T5TG p. 117 T7TG pp. 63, 75, 80, 81, 108
L.PK.1e. Appropriately 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
L.PK.1f. With scaffolding and specific feedback from adults, participate in shared language activities and use increasingly complex and varied spoken vocabulary.	T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 68, 73, 74, 79, 80, 85, 95, 101, 107, 113, 114, 119, 123, 129, 135, 141, 143, 147, 148, 153, 154, 155, 157 T2TG pp. 27, 33, 34, 39, 40, 41, 45, 46, 51, 52, 61, 67, 68, 69, 73, 74, 79, 85, 86, 95, 101, 102, 107, 108, 109, 113, 115, 119, 120, 123, 129, 135, 136, 137, 141, 142, 143, 146, 147, 153, 154, 157 T3TG pp. 33, 34, 39, 40, 45, 46, 51, 52, 61, 62, 67, 68, 69, 73, 74, 79, 80, 81, 85, 86, 89, 95, 101, 102, 107, 113, 115, 119, 120, 121, 123, 129, 130, 135, 136, 141, 142, 147, 148, 149, 153, 154, 157 T4TG pp. 27, 33, 39, 41, 45, 51, 52, 55, 61, 62, 67, 68, 69, 73, 79, 81, 85, 86, 89, 95, 101, 102, 107, 108, 113, 114, 119, 129, 130, 135, 136, 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, 120, 123, 129, 135, 141, 142, 147, 153, 154, 157 T6TG pp. 27, 33, 39, 40, 45, 46, 51, 52, 55, 61, 67, 73, 79, 80, 81, 85, 86, 89, 95, 96, 101, 107, 113, 119, 120, 123, 129, 135, 136, 141, 142, 147, 153, 157 T7TG pp. 27, 33, 39, 44, 45, 46, 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, 154, 156, 157 T8TG pp. 27, 33, 34, 39, 45, 46, 51, 53, 55, 61, 67, 73, 74, 79, 80, 85, 86, 89, 95, 101, 102, 107, 113, 114, 119, 120, 121, 123, 129, 135, 136, 141, 142, 147, 148, 153, 154, 157
L.PK.2. Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.	T1TG p. 115 T3TG p. 112 T4TG pp. 52, 112 T5TG p. 133 T7TG p. 150
L.PK.2a. Show awareness of the difference between upper- and lower-case letters.	T5TG pp. 115, 123, 149, 157 T6TG pp. 123, 149, 157 T7TG pp. 115, 123, 149, 157 T8TG pp. 55, 89, 123, 157
L.PK.2b. (Begins in Kindergarten)	

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L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling in writing.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 105, 113, 123, 139, 145, 149, 157 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157 T3TG pp. 37, 43, 47, 77, 81, 89, 103 T4TG pp. 81, 89, 105, 111, 115, 123, 149, 157 T5TG pp. 37, 47, 55, 77, 81, 115, 123, 149 T6TG pp. 43, 47, 55, 77, 81, 89, 105, 111, 139, 145, 149, 157 T7TG pp. 47, 55, 81, 89, 105, 115, 123, 139, 149, 157 T8TG pp. 27, 29, 35, 37, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157
L.PK.2d. With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89
Knowledge of Language	
L.PK.3. (Begins in Grade 2)	
Vocabulary Acquisition and Use	
L.PK.4. With guidance and support, ask or answer questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.	T1TG pp. 28, 96, 98, 149 T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104
L.PK.4a. Recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank: <i>a place to keep money, and bank: the edge of a river</i>).	T1TG pp. 36, 42, 121, 136 T2TG pp. 28, 30, 34 T3TG pp. 34, 40, 98 T6TG pp. 47, 132
L.PK.4b. (Begins in Kindergarten)	
L.PK.5. With guidance and support, explore the meaning of unfamiliar words found from themes, books and conversations and incorporate them into everyday vocabulary.	T1TG pp. 28, 96, 98, 149 T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104
L.PK.5a. Sort familiar objects into categories and identify the “common” factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).	T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104
L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).	T1TG p. 69 T4TG pp. 29, 35 T7TG pp. 40, 41, 62, 67, 115

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L.PK.5c. Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	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
L.PK.5d. With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/ chat, whisper/yell).	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
L.PK.6. Frequently use the vocabulary words and phrases acquired through conversations and listening to books read aloud.	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156
Mathematics: Counting and Cardinality	
Know number names and the count sequence	
PK.CC.1. Listen to and say the names of numbers in many contexts.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 101, 150 T7TG p. 107 T8TG p. 138
PK.CC.2. Verbally count forward in sequence from 1–30.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 101, 150 T7TG p. 107 T8TG p. 138
PK.CC.3. Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing—the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144, 151 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 116, 117, 138, 144, 145, 150, 156 T8TG p. 156

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Count to tell the number of objects	
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10.	T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 49, 54, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138 T3TG pp. 116, 117, 145 T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138 T5TG pp. 98, 150 T6TG pp. 64, 77, 98, 116, 117, 144, 145, 150, 151, 156 T7TG pp. 98, 116, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139
PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
PK.CC.4b. Understand that the last number name said tells the number of objects counted, up to ten.	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. 37, 42 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
PK.CC.4c. (Begins in Kindergarten or when individual child is ready)	
PK.CC.5. With guidance and support count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.	T2TG pp. 76, 116 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, 123 T8TG pp. 110, 111
Compare Numbers	
PK.CC.6. Use comparative language, such as <i>more/less than</i> or <i>equal to</i> , to compare and describe collections of objects by matching.	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
PK.CC.7. (Begins in Kindergarten or when individual child is ready)	

Mathematics: Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

PK.OA.1. Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.

T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 123, 138, 144, 145, 156
T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157

PK.OA.2. Solve addition and subtraction problems using objects for problems up through five.

T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 123, 138, 144, 145, 156
T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157

PK.OA.3. Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).

T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 123, 138, 144, 145, 156
T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157

PK.OA.4. (Begins in Kindergarten or when individual child is ready)

PK.OA.5. (Begins in Kindergarten or when individual child is ready)

Number and Operations in Base Ten (Begins in Kindergarten)

Mathematics: Measurement and Data

Describe and compare measurable attributes

PK.MD.1. Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.

T3TG pp. 43, 77, 98, 99, 110, 122, 138, 139, 144, 145, 156
T6TG p. 79

PK.MD.2. Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).

T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157
T5TG pp. 48, 49, 82, 83
T6TG p. 67

Classify objects and count the number of objects in each category

PK.MD.3. Sort, categorize, and classify objects by more than one attribute.

T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145
T2TG p. 78
T3TG pp. 82, 83
T5TG pp. 48, 65, 82, 83, 104, 105, 111
T7TG pp. 99, 116, 117
T8TG pp. 102, 132

Mathematics: Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., *beside, inside, next to, close to, above, below, apart*).

T1TG p. 79
T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157
T7TG pp. 41, 144

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PK.G.2. Identify several basic shapes.	T3TG pp. 41, 47 T5TG pp. 36, 42, 48, 54, 55, 70, 76, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 139, 145, 151, 156 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
PK.G.3. With guidance and support, explore the attributes of two- and three- dimensional shapes.	T3TG p. 41 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145
Analyze, compare, create, and compose shapes	
PK.G.4. With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are _____ and shapes that are not _____.	T3TG p. 41 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 104, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145
PK.G.5. Identify shapes in the real world environment.	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles of the same size put together would make a rectangle).	T7TG pp. 132, 133, 138, 139, 144, 145, 146
Science	
Scientific Thinking: Ask questions and make predictions based on observations through active engagement with materials	
S.PK.1. Use senses to gather, explore, and interpret information.	T1TG p. 78 T2TG pp. 112, 113, 119 T7TG p. 101
S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world.	T5TG pp. 101, 120 T6TG p. 96 T7TG pp. 80, 96, 102, 114, 136, 148, 154
S.PK.3. Record and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142
Tools & Technology	
S.PK.4. Use simple tools for investigation of the home, classroom and other familiar places.	T5TG p. 102 T7TG pp. 51, 67

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Earth & Space: <i>Observe and describe characteristics of earth and space</i>	
S.PK.5. Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals).	T5TG pp. 28, 39, 80
S.PK.6. Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	T5TG p. 113 T7TG pp. 45, 46, 47
S.PK.7. Observe and discuss changes in weather and seasons using common weather related vocabulary.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
Living Things: <i>Observe and describe characteristics of living things</i>	
S.PK.8. Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears).	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 97, 99, 102, 107, 108, 109, 120, 130, 142, 148, 154 T7TG pp. 67, 73, 117
S.PK.9. Observe, describe and compare the habitats of plants and animals.	T3TG pp. 141, 143 T5TG pp. 62, 68, 73, 80, 86 T6TG p. 129
Physical Properties: <i>Acquire knowledge about the physical properties of the world</i>	
S.PK.10. Describe and categorize objects based on their observable properties.	T5TG pp. 136, 141, 147 T7TG pp. 95, 96, 101, 120, 146
S.PK.11. Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).	T7TG pp. 114, 130, 136, 147, 148, 153, 154
S.PK.12. Observe, predict and describe how objects move and use common motion related vocabulary (e.g., straight, fast/slow, zigzag, up/down).	T7TG pp. 53, 108, 120, 142
Social Studies	
History	
SS.PK.1. Develop an understanding of how people and things change over time.	T4TG p. 121 T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 65, 67, 68, 74, 79, 80, 86, 136, 155
SS.PK.2. Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.	T1TG pp. 36, 42 T2TG p. 45 T3TG pp. 130, 136, 142, 148, 155
SS.PK.3. Demonstrate an interest in current events which relate to family, culture, and community.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
Civics, Citizenship, and Government	
SS.PK.4. Recognize 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
SS.PK.5. Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes).	T1TG pp. 27, 28, 33, 34, 46, 53, 68, 74, 86, 87, 96, 102, 108, 114, 120, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121

Tennessee Early Learning Developmental Standards for Four-Year-Olds	<i>DIG: Develop. Inspire. Grow.™</i>
Economics	
SS.PK.6. Demonstrate an understanding that money is needed in exchange for some goods and services.	T8TG pp. 130, 135, 136, 142, 147, 148, 154
SS.PK.7. Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards).	T8TG pp. 135, 136, 142
Career Development	
SS.PK.8. Develop awareness about a wide variety of careers and work environments.	T3TG pp. 62, 68, 79, 85, 86, 87, 108 T8TG p. 153
Creative Arts	
Visual Arts: <i>Express self and represent what he/she knows, thinks, believes, and feels through visual arts</i>	
CA.PK.1. Experiment with a variety of mediums and art materials for tactile experience and exploration.	T4TG p. 146 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 44
CA.PK.2. Create artistic works with intent and purpose using varying tools, texture, color, and technique.	T3TG p. 78 T4TG pp. 44, 78 T5TG pp. 71, 77, 133, 139, 145 T6TG p. 78
CA.PK.3. Respond and react to visual arts created by self and others.	T5TG pp. 34, 156
Music: <i>Express self by engaging in musical activities</i>	
CA.PK.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.	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
CA.PK.5. Create sounds using voice, traditional instruments and/or non-traditional instruments.	T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121
Creative Movement & Dance	
CA.PK.6. Express feelings of what is felt and heard through dance or creative movement.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
CA.PK.7. Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of ‘props’).	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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Theatre/Dramatic Play	
CA.PK.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
CA.PK.9. Respond and react to theatre and drama presentations.	T8TG p. 149
Cultural Differences	
CA.PK.10. Participate in artistic activities (music and dance) representing different cultures.	T5TG p. 148
Physical Development and Health	
Sensorimotor: Uses senses to assist & guide learning; using sensory information to plan & carry out movements	
PD.PK.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment.	T1TG p. 78 T2TG pp. 96, 99, 102, 108, 113, 119, 120 T7TG p. 148
PD.PK.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.	T1TG p. 51 T2TG p. 64 T3TG p. 46, 87, 135 T6TG p. 27 T8TG p. 119
Gross Motor: Demonstrate coordination and control of large muscles	
PD.PK.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	T1TG pp. 73, 116, 150, 151 T2TG pp. 33, 44, 61, 67, 75, 85, 107, 121, 129, 147, 153 T3TG pp. 51, 67, 80, 112 T4TG pp. 73, 96, 109, 113, 114, 115, 119, 120, 121 T5TG pp. 78, 120, 135, 150 T6TG p. 146 T7TG pp. 61, 79, 101, 135 T8TG p. 73
PD.PK.4. Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	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, 147, 148, 153 T4TG pp. 39, 79, 112, 147, 148 T5TG pp. 46, 80, 86, 107, 141, 153 T6TG pp. 45, 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 135, 148
Fine Motor: Demonstrate eye-hand coordination and dexterity needed to manipulate objects	
PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools).	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

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PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	T1TG pp. 138, 144
Personal Health & Safety: <i>Physical Health & Well-Being</i>	
PD.PK.7. Demonstrate personal care and hygiene skills.	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	T4TG pp. 28, 33, 34, 40, 46, 52, 62, 65, 67, 68, 79, 80, 85, 86, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121 T6TG pp. 95, 113
PD.PK.9. Demonstrate awareness and understanding of safety rules.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87



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