

Utah Early Childhood Core Standards

Correlation



DIG: **Develop. Inspire. Grow.™**

Correlated to the

Utah

**Early Childhood
Core Standards**

Prepared by:



0815



STANDARDS FOR ENGLISH LANGUAGE ARTS

READING STANDARDS FOR LITERATURE

Cluster: KEY IDEAS AND DETAILS

RL1 CCR Anchor Standard K-12: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Preschool Foundational Standard 1. With prompting and support, state some details of a text.

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

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

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

RL2 CCR Anchor Standard K-12: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Preschool Foundational Standard 2. Listen attentively and retell simple stories through conversation, art, movement, or drama.

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

Kindergarten Readiness Standard 2. Listen attentively and retell simple stories through conversation, art, movement, or drama.

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

RL3 CCR Anchor Standard K-12: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Preschool Foundational Standard 3. Answer questions about simple stories using sequencing format (*e.g., what happened first, next, and last*).

T3TG pp. 117, 151
 T5TG p. 151
 T6TG p. 109
 T8TG pp. 47, 115, 149

Kindergarten Readiness Standard 3. Retell stories with simple plots, including some details about characters, settings, and major events in a story (*e.g., story webs*).

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

Utah Early Childhood Core Standards	DIG: Develop. Inspire. Grow.™
Cluster: CRAFT AND STRUCTURE	
RL4 CCR Anchor Standard K–12: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Preschool Foundational Standard 4. With prompting and support, ask and answer questions about unknown words in a text.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
Kindergarten Readiness Standard 4. With prompting and support, ask and answer questions about unknown words in a text.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
RL5 CCR Anchor Standard K–12: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Preschool Foundational Standard 5. With prompting and support, recognize common types of texts (e.g., <i>storybooks</i> , <i>poems</i>).	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
Kindergarten Readiness Standard 5. With prompting and support, recognize common types of texts (e.g., <i>storybooks</i> , <i>poems</i>).	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
RL6 CCR Anchor Standard K–12: Assess how point of view or purpose shapes the content and style of a text.	
Preschool Foundational Standard 6. With prompting and support, recognize that books have a title, author, and illustrator.	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34
Kindergarten Readiness Standard 6. With prompting and support, discuss the role of the author and illustrator in telling the story.	T1TG pp. 34, 102 T2TG pp. 34, 49, 83, 102, 117, 136, 151 T4TG pp. 34, 102 T5TG pp. 34, 136 T7TG p. 34
Cluster: INTEGRATION OF KNOWLEDGE AND IDEAS	
RL7 CCR Anchor Standard K–12: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Preschool Foundational Standard 7. Understand that illustrations help tell the story.	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 149 T3TG pp. 28, 53, 155 T4TG pp. 28, 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154

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Kindergarten Readiness Standard 7. Use illustrations to tell the story when looking at a familiar book.	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 149 T3TG pp. 28, 53, 155 T4TG pp. 28, 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154
RL9 CCR Anchor Standard K–12: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Preschool Foundational Standard 9. Identify characters and their experiences in familiar stories.	T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 52, 75
Kindergarten Readiness Standard 9. Discuss characters and their experiences in familiar stories that are similar and different.	T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 131, 137, 143 T8TG pp. 52, 75
Cluster: RANGE OF READING AND LEVEL OF COMPLEXITY	
RL10 CCR Anchor Standard K–12: Read and comprehend complex literary and informational texts independently and proficiently.	
Preschool Foundational Standard 10. Engage in shared reading experiences and explore books independently.	<i>Children explore books independently each day in Learning Centers.</i> T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
Kindergarten Readiness Standard 10. Engage in storytelling and conversations with peers and adults about texts read.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149

READING STANDARDS FOR INFORMATIONAL TEXT

Cluster: KEY IDEAS AND DETAILS

R11 CCR Anchor Standard K–12: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

Preschool Foundational Standard 1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.

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

Kindergarten Readiness Standard 1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.

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

R12 CCR Anchor Standard K–12: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Preschool Foundational Standard 2. Listen to a wide variety of informational text.

a. With prompting and support, participate in discussion of a text.

T1TG pp. 62, 68, 102, 136
 T2TG pp. 68, 102, 130, 136, 151, 157
 T3TG pp. 68, 87, 102, 132, 136
 T4TG pp. 49, 68, 83, 89, 102, 117, 136

b. Identify some details of a text.

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

Kindergarten Readiness Standard 2. Listen to a wide variety of informational text.

a. Participate in discussion on the topic.

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

b. Retell some details of a text in an appropriate sequence.

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

R13 CCR Anchor Standard K–12: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Preschool Foundational Standard 3. With prompting and support, discuss information in a text and make connections to personal experiences.

T2TG pp. 86, 115, 136
 T3TG pp. 115, 136, 149, 154
 T4TG pp. 68, 83, 115, 136, 149, 151, 155
 T5TG pp. 75, 86, 87, 104, 109, 115, 136, 155
 T6TG pp. 87, 117, 123, 136
 T7TG pp. 86, 121, 151, 154
 T8TG pp. 68, 75, 87, 98, 109, 136, 143

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Kindergarten Readiness Standard 3. With prompting and support, discuss information in a text, including differences, similarities, and comparisons to personal experiences.	T2TG pp. 86, 115, 136 T3TG pp. 115, 136, 149, 154 T4TG pp. 68, 83, 115, 136, 149, 151, 155 T5TG pp. 75, 86, 87, 104, 109, 115, 136, 155 T6TG pp. 87, 117, 123, 136 T7TG pp. 86, 121, 151, 154 T8TG pp. 68, 75, 87, 98, 109, 136, 143
Cluster: CRAFT AND STRUCTURE	
RI4 CCR Anchor Standard K–12: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Preschool Foundational Standard 4. With guidance and support, connect new vocabulary in a text with known words or experiences.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
Kindergarten Readiness Standard 4. With prompting and support, ask and answer questions about unknown words in a text.	T2TG pp. 52, 62, 149 T3TG pp. 75, 81 T4TG p. 52 T8TG p. 154
RI5 CCR Anchor Standard K–12: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Preschool Foundational Standard 5. With prompting and support, identify the front cover, back cover, and title page of a book.	T1TG p. 143 T2TG pp. 83, 117, 123, 151, 157 T3TG pp. 49, 83, 89 T4TG pp. 117, 123 T6TG pp. 117, 123 T8TG pp. 117, 123
Kindergarten Readiness Standard 5. With prompting and support, identify the front cover, back cover, and title page of a book.	T1TG p. 143 T2TG pp. 83, 117, 123, 151, 157 T3TG pp. 83, 89 T4TG pp. 117, 123 T6TG pp. 117, 123 T8TG pp. 117, 123
RI6 CCR Anchor Standard K–12: Assess how point of view or purpose shapes the content and style of a text.	
Preschool Foundational Standard 6. With prompting and support, understand that a book has an author and an illustrator/photographer.	T1TG p. 102 T2TG pp. 83, 102, 117, 136, 151 T4TG p. 102 T5TG p. 136
Kindergarten Readiness Standard 6. Discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.	T1TG p. 102 T2TG pp. 83, 102, 117, 136, 151 T4TG p. 102 T5TG p. 136
Cluster: INTEGRATION OF KNOWLEDGE AND IDEAS	
RI7 CCR Anchor Standard K–12: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Preschool Foundational Standard 7. With modeling and support, understand that illustrations/photographs provide information about a text.	T1TG pp. 74, 105, 109, 117, 143 T2TG pp. 75, 81, 102, 130, 149 T3TG pp. 53, 155 T4TG pp. 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 62, 68, 96, 109, 130, 136 T8TG pp. 83, 98, 154

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Kindergarten Readiness Standard 7. With modeling and support, recognize that a relationship exists between the illustrations/photographs and the text (e.g., <i>what person, place, thing, or idea in the text an illustration depicts</i>).	T1TG pp. 74, 105, 109, 117, 143 T2TG pp. 75, 81, 102, 130, 149 T3TG pp. 53, 155 T4TG pp. 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 62, 68, 96, 109, 130, 136 T8TG pp. 83, 98, 154
R18 CCR Anchor Standard K–12: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Preschool Foundational Standard 8. With modeling and support, recall details from a text.	T1TG pp. 62, 68, 102, 136 T2TG pp. 68, 102, 130, 136, 151, 157 T3TG pp. 68, 87, 102, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136 T5TG pp. 55, 68, 102, 136 T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156 T7TG pp. 34, 68, 83, 89, 102, 130, 136 T8TG pp. 49, 55, 68, 102, 123, 136
Kindergarten Readiness Standard 8. With modeling and support, identify key details in a text.	T1TG pp. 62, 68, 102, 136 T2TG pp. 68, 102, 130, 136, 151, 157 T3TG pp. 68, 87, 102, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136 T5TG pp. 55, 68, 102, 136 T6TG pp. 28, 34, 68, 81, 86, 102, 104, 110, 136, 156 T7TG pp. 34, 68, 83, 89, 102, 130, 136 T8TG pp. 49, 55, 68, 102, 123, 136
R19 CCR Anchor Standard K–12: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Preschool Foundational Standard 9. With prompting and support, recognize that there are similarities and differences between two texts on the same topic.	T8TG pp. 49, 117
Kindergarten Readiness Standard 9. With prompting and support, participate in discussions to identify the similarities and differences between two texts on the same topic.	T8TG pp. 49, 117
Cluster: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
R110 CCR Anchor Standard K–12: Read and comprehend complex literary and informational texts independently and proficiently.	
Preschool Foundational Standard 10. With modeling and support, participate in shared reading experiences.	T1TG pp. 63, 69, 75, 81, 87, 115, 149 T2TG pp. 81, 96, 115, 130, 149 T3TG pp. 62, 81, 83, 86, 102, 115, 149 T4TG pp. 81, 149 T5TG pp. 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 81, 115, 149 T8TG pp. 81, 115, 149
Kindergarten Readiness Standard 10. With modeling and support, actively engage in group reading activities with purpose and understanding.	T1TG pp. 63, 69, 75, 81, 87, 115, 149 T2TG pp. 81, 96, 115, 130, 149 T3TG pp. 62, 81, 83, 86, 102, 115, 149 T4TG pp. 81, 149 T5TG pp. 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 81, 115, 149 T8TG pp. 81, 115, 149

READING STANDARDS FOR FOUNDATIONAL SKILLS

Cluster: PRINT CONCEPTS

RF1: Demonstrate understanding of the organization and basic features of print.

Preschool Foundational Standard 1. With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.

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|---|--|
| a. Recognize that print is read from top to bottom and left to right. | T1TG pp. 109, 117, 123, 151, 157
T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157
T3TG pp. 109, 117, 143, 151, 157
T4TG pp. 41, 75
T6TG pp. 41, 151
T7TG pp. 41, 49, 55, 75, 109, 151
T8TG pp. 49, 55, 83, 89 |
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|---|---------------------------------|
| b. Recognize the difference between pictures and words on a page or in the environment. | T1TG p. 129
T7TG pp. 73, 153 |
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c. *(Begins in kindergarten readiness section.)*

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| d. Recognize the difference between letters, numbers, and other symbols. | T3TG p. 49
T5TG p. 81 |
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| e. Recognize print in everyday life (<i>e.g., numbers, letters, one's name, words, familiar logos, and environmental print</i>). | T1TG pp. 47, 69, 75, 81, 115, 129
T7TG pp. 73, 153 |
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Kindergarten Readiness Standard 1. With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs.

- | | |
|---|--|
| a. Recognize that print is read from top to bottom and left to right. | T1TG pp. 109, 117, 123, 151, 157
T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157
T3TG pp. 109, 117, 143, 151, 157
T4TG pp. 41, 75
T6TG pp. 41, 151
T7TG pp. 41, 49, 55, 75, 109, 151
T8TG pp. 49, 55, 83, 89 |
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| b. Recognize that spoken words are represented in written language. | T1TG pp. 68, 109, 117
T5TG pp. 47, 83
T8TG pp. 151, 157 |
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|---|---|
| c. Understand that letters are grouped to form words. | T1TG pp. 35, 117, 137, 151
T2TG pp. 49, 83, 117, 151
T3TG pp. 49, 117, 151
T4TG pp. 49, 83, 111, 151
T5TG pp. 49, 55, 83, 89, 117, 151
T6TG pp. 75, 83, 117, 123, 143, 151
T7TG pp. 49, 83, 117, 151
T8TG pp. 49, 83, 117, 151 |
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d. Recognize some alphabet letters.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 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, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
e. Recognize print in everyday life (<i>e.g., numbers, letters, one's name, words, familiar logos, and environmental print</i>).	T1TG pp. 47, 69, 75, 81, 115, 129 T7TG pp. 73, 153
Cluster: PHONOLOGICAL AWARENESS	
RF2: Demonstrate understanding of spoken words and sounds (<i>phonemes</i>).	
Preschool Foundational Standard 2. With guidance and support, begin to identify sounds (<i>phonemes</i>) in spoken words.	
a. Respond to the rhythm of spoken language, such as songs, poems, or chants.	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
b. Begin to recognize syllables (<i>word parts</i>) in simple words.	T1TG pp. 30, 36, 42 T3TG pp. 71, 75, 89, 136 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
c. Begin to recognize initial sounds in words (<i>e.g., own name</i>).	T1TG pp. 103, 137 T2TG pp. 69, 137 T3TG pp. 35, 69, 103, 137 T4TG pp. 35, 69, 137 T5TG pp. 35, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 103
d. Begin to demonstrate understanding the concept of first, middle and last.	T2TG pp. 132, 138, 144, 145, 156, 157 T3TG pp. 150, 151
e. (<i>Begins in kindergarten readiness section.</i>)	
Kindergarten Readiness Standard 2. With guidance and support, identify and discriminate between sounds (<i>phonemes</i>) in spoken language, such as attention to beginning and ending sounds (<i>phonemes</i>) of words.	
a. Begin to supply rhyming words in familiar songs/jingles and orally match words that rhyme.	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 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131

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b. Identify and separate syllables (<i>word parts</i>) in words.	T1TG pp. 30, 36, 42 T4TG pp. 71, 75, 89 T5TG pp. 61, 153
c. Identify words by syllables, beginning sounds, or individual sounds.	T2TG p. 145 T4TG pp. 43, 77, 111 T6TG pp. 77, 111, 139, 145, 157 T7TG pp. 35, 37, 43, 51, 85
d. Recognize initial and final sound of words.	T1TG pp. 103, 137 T2TG pp. 69, 137 T3TG pp. 35, 69, 103, 137 T4TG pp. 35, 69, 137 T5TG pp. 35, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 103, 139, 145, 157 T8TG pp. 115, 123, 149, 157
e. With modeling and support, identify individual phonemes (<i>e.g., /d/, /s/, /t/</i>).	T1TG pp. 109, 123, 157 T2TG pp. 45, 123, 157 T3TG pp. 89, 123, 157 T4TG pp. 55, 89, 123, 157 T5TG p. 55 T6TG p. 55 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 89, 123, 153
Cluster: PHONICS AND WORD RECOGNITION	
RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	
Preschool Foundational Standard 3. With guidance and support, recognize that words are made up of letters and their sounds.	
a. Recognize that letters have names and sounds.	T1TG pp. 103, 107, 111, 137, 149 T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157 T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157 T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149 T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139 T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149 T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149 T8TG pp. 39, 101, 129
b. (<i>Begins in kindergarten section.</i>)	
c. Recognize own name.	T1TG pp. 47, 69, 75, 81, 115
d. Distinguish between items that are the same or different, such as pictures, objects, and letters.	T5TG pp. 115, 123, 149, 157 T6TG pp. 123, 149, 157 T7TG pp. 115, 123, 149, 157 T8TG pp. 55, 89, 123, 157

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Kindergarten Readiness Standard 3. With guidance and support, recognize that words are made up of letters and their sounds.	
a. Begin to associate names of letters with sounds of the alphabet (<i>e.g., initial sound of own name</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
b. (<i>Begins in kindergarten section.</i>)	
c. Begin to recognize some words that are seen frequently.	T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 83, 117, 151 T4TG pp. 49, 83, 117, 151 T5TG pp. 49, 83, 117, 151 T6TG pp. 49, 83, 117, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151
d. Distinguish between letters and words that are the same or different.	T5TG pp. 115, 123, 149, 157 T6TG pp. 123, 149, 157 T7TG pp. 115, 123, 149, 157 T8TG pp. 55, 89, 123, 157
STANDARDS FOR WRITING	
Cluster: TEXT TYPES AND PURPOSES	
W1 CCR Anchor Standard K–12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Preschool Foundational Standard 1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (<i>e.g., “This is my family…”</i>).	T2TG pp. 31, 65 T3TG pp. 31, 154 T4TG pp. 86, 99 T5TG pp. 86, 99, 154 T7TG p. 31
Kindergarten Readiness Standard 1. Use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to represent and share feelings and ideas about a topic.	T2TG pp. 31, 65 T3TG pp. 31, 154 T4TG pp. 86, 99 T5TG pp. 86, 99, 154 T7TG p. 31
W2 CCR Anchor Standard K–12: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Preschool Foundational Standard 2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.	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

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
Kindergarten Readiness Standard 2. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, invented spelling, and using known letters to extend learning about a topic.	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
W3 CCR Anchor Standard K–12: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Preschool Foundational Standard 3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.	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
Kindergarten Readiness Standard 3. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to describe parts of a story (<i>e.g., characters, setting, sequence of events</i>).	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
Cluster: PRODUCTION AND DISTRIBUTION OF WRITING	
W4 CCR Anchor Standard K–12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<i>(Begins in grade 3.)</i>	
W5 CCR Anchor Standard K–12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Preschool Foundational Standard 5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.	T1TG pp. 108, 142, 156 T2TG pp. 40, 74, 108, 142 T3TG pp. 40, 86, 108, 122, 142 T4TG pp. 40, 74, 88, 108, 142 T5TG pp. 40, 108, 142 T6TG pp. 40, 74, 108, 142, 154 T7TG pp. 40, 74, 108, 142 T8TG pp. 40, 43, 74, 77, 108, 111, 142, 145
Kindergarten Readiness Standard 5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	
a. Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing.	T1TG pp. 108, 142, 156 T2TG pp. 40, 74, 108, 142 T3TG pp. 40, 86, 108, 122, 142 T4TG pp. 40, 74, 88, 108, 142 T5TG pp. 40, 108, 142 T6TG pp. 40, 74, 108, 142, 154 T7TG pp. 40, 74, 108, 142 T8TG pp. 40, 43, 74, 77, 108, 111, 142, 145
b. Respond to others and answer questions about drawing, dictation and/or writing.	T6TG p. 139 T8TG pp. 99, 133

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<p>c. Start to produce writing that is legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.</p>	<p>T1TG pp. 97, 99, 105, 111, 131, 133, 139, 145 T2TG pp. 29, 31, 37, 43, 63, 65, 97, 99, 105, 131, 133, 137, 139, 145 T3TG pp. 29, 31, 37, 63, 65, 71, 95, 97, 99, 105, 131, 133, 139 T4TG pp. 29, 31, 37, 63, 65, 71, 97, 99, 105, 111, 131, 133, 139 T5TG pp. 29, 31, 37, 43, 65, 71, 77, 97, 99, 105, 111, 131, 139 T6TG pp. 29, 31, 37, 63, 65, 71, 97, 99, 105, 111, 113, 131, 139 T7TG pp. 29, 31, 37, 63, 65, 71, 77, 97, 99, 105, 111, 112, 131, 139 T8TG pp. 31, 37, 43, 65, 71, 77, 99, 105, 111, 139, 145</p>
<p>W6 CCR Anchor Standard K–12: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Preschool Foundational Standard 6. Use a variety of writing/drawing tools (<i>e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer</i>) to represent ideas.</p>	<p>T5TG pp. 145, 146 T6TG p. 133 T8TG pp. 43, 77, 111, 145</p>
<p>Kindergarten Readiness Standard 6. Use a variety of writing/drawing tools and forms (<i>e.g., notes, labels, letters, signs, stories, tape recorder, and computer</i>) to create and share ideas.</p>	<p>T5TG pp. 145, 146 T6TG p. 133 T8TG pp. 43, 77, 111, 145</p>
<p>Cluster: RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	
<p>W7 CCR Anchor Standard K–12: Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>Preschool Foundational Standard 7. With guidance and support, participate in group activities that use a combination of drawing, dictating, and scribbling specific to a topic.</p>	<p>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</p>
<p>Kindergarten Readiness Standard 7. With guidance and support, participate in group activities that use developmentally appropriate writing to represent knowledge and/or opinion on a topic.</p>	<p>T1TG pp. 52, 86, 120, 154 T2TG pp. 52, 86, 96, 102, 120, 130, 136 T3TG pp. 52, 120, 154 T4TG pp. 52, 86, 120, 154 T5TG pp. 86, 120, 154 T6TG pp. 52, 86, 120, 144, 154 T7TG pp. 52, 86, 120 T8TG pp. 52, 86, 120, 154</p>
<p>W8 CCR Anchor Standard K–12: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Preschool Foundational Standard 8. With guidance and support, participate in discovery activities to gain new information.</p>	<p>T1TG p. 86 T2TG pp. 130, 136 T4TG p. 120 T8TG pp. 133, 139</p>
<p>Kindergarten Readiness Standard 8. With guidance and support, recall information from provided sources (<i>e.g., books, videos, pictures</i>) to answer a question.</p>	<p>T2TG pp. 130, 136 T5TG pp. 133, 139 T6TG p. 154 T7TG p. 86 T8TG p. 34</p>
<p>W9 CCR Anchor Standard K–12: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>(Begins in grade 4.)</p>	

Utah Early Childhood Core Standards	DIG: Develop. Inspire. Grow.™
<p>W10 CCR Anchor Standard K–12: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting, or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p><i>(Begins in grade 3.)</i></p>	
<p>STANDARDS FOR SPEAKING & LISTENING</p>	
<p>Cluster: COMPREHENSION AND COLLABORATION</p>	
<p>SL1 CCR Anchor Standard K–12: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<p>Preschool Foundational Standard 1. Communicate with adults and peers in small and larger groups.</p>	
<p>a. Recognize that there are rules for discussions <i>(e.g., listening to others and taking turns speaking).</i></p>	<p>T1TG p. 61 T2TG p. 148 T3TG pp. 28, 96, 148 T4TG p. 80 T5TG pp. 96, 148 T6TG pp. 28, 46, 62, 79, 80</p>
<p>Kindergarten Readiness Standard 1. Engage in conversations with peers and adults in small and larger groups, by talking about pictures, topics, and text.</p>	
<p>a. Use rules for discussions <i>(e.g., listening to others and taking turns speaking about the picture, topics, and text).</i></p>	<p>T1TG p. 61 T2TG p. 148 T3TG pp. 28, 96, 148 T4TG p. 80 T5TG pp. 96, 148 T6TG pp. 28, 46, 62, 79, 80</p>
<p>b. Take multiple turns during conversations.</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145</p>
<p>SL2 CCR Anchor Standard K–12: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>Preschool Foundational Standard 2. With guidance and support, ask and answer simple questions about text or media.</p>	<p>T1TG pp. 63, 75 T2TG p. 141 T3TG p. 39 T4TG pp. 40, 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144</p>
<p>Kindergarten Readiness Standard 2. With guidance and support, ask and answer questions and make comments about print material, oral information, and other media <i>(e.g., ask questions using where, when, why, and how).</i></p>	<p>T1TG pp. 40, 63, 75, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 40, 61, 73, 107, 141 T5TG pp. 28, 39, 73, 107, 141 T6TG pp. 39, 44, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 62, 73, 81, 86, 87, 107, 108, 141 T8TG pp. 39, 67, 73, 107, 141, 144</p>

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
SL3 CCR Anchor Standard K–12: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Preschool Foundational Standard 3. With guidance and support, ask and answer simple questions.	T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144
Kindergarten Readiness Standard 3. With guidance and support, ask and answer questions to seek help or to learn more.	T1TG pp. 40, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 141 T8TG pp. 39, 67, 73, 107, 141, 144
Cluster: PRESENTATION OF KNOWLEDGE AND IDEAS	
SL4 CCR Anchor Standard K–12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Preschool Foundational Standard 4. With prompting and support, describe familiar people, places, things, and events.	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
Kindergarten Readiness Standard 4. With prompting and support, describe familiar people, places, things, and events.	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
SL5 CCR Anchor Standard K–12: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Preschool Foundational Standard 5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	T1TG p. 87 T4TG pp. 46, 131 T5TG pp. 74, 121, 145, 156 T6TG p. 75
Kindergarten Readiness Standard 5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	T1TG p. 87 T4TG pp. 46, 131 T5TG pp. 74, 121, 145, 156 T6TG p. 75

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
SL6 CCR Anchor Standard K–12: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Preschool Foundational Standard 6. Speak audibly and express thoughts, feelings, and ideas clearly.	T1TG pp. 27, 28, 29, 35, 52, 61, 86, 95, 108, 120, 129, 136, 154 T2TG pp. 52, 61, 86, 108, 121, 123, 142, 155, 157 T3TG pp. 27, 53, 61, 89, 95, 96, 113, 114, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 87, 89, 95, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 123, 129, 142, 157 T6TG pp. 40, 52, 55, 61, 86, 87, 89, 108, 123, 143, 154, 155, 157 T7TG pp. 40, 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 102, 121, 123, 129, 154, 155, 157
Kindergarten Readiness Standard 6. Speak audibly and express thoughts, feelings, and ideas clearly.	T1TG pp. 27, 28, 29, 35, 52, 61, 86, 95, 108, 120, 129, 136, 154 T2TG pp. 52, 61, 86, 108, 121, 123, 142, 155, 157 T3TG pp. 27, 53, 61, 89, 95, 96, 113, 114, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 87, 89, 95, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 123, 129, 142, 157 T6TG pp. 40, 52, 55, 61, 86, 87, 89, 108, 123, 143, 154, 155, 157 T7TG pp. 40, 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 102, 121, 123, 129, 154, 155, 157
STANDARDS FOR LANGUAGE	
Cluster: CONVENTIONS OF STANDARD ENGLISH	
L1 CCR Anchor Standard K–12: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Preschool Foundational Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Experiment with writing.	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
b. Speak in simple sentences to communicate needs and wants.	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 pp. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
c. Orally use singular and plural nouns, (e.g., <i>bird, birds; house, houses; tree, trees</i>).	T3TG p. 115 T4TG p. 80 T5TG pp. 81, 83 T7TG p. 81

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d. Respond to and ask questions (<i>e.g., who, what, where, when, why, and how</i>).	T1TG p. 75 T2TG p. 141 T3TG pp. 39, 83, 102, 136 T4TG pp. 61, 107 T5TG pp. 28, 117 T6TG pp. 44, 74 T7TG pp. 61, 62, 63, 73, 75, 80, 81, 86, 87, 108 T8TG p. 144
e. Use common prepositions (<i>e.g., to, from, in, out, on, off, for, of, by, with</i>).	T3TG p. 149 T5TG pp. 132, 144, 145, 156, 157 T7TG p. 41
f. Speak in simple sentences to communicate ideas.	T1TG pp. 28, 62, 86, 99, 123 T2TG pp. 45, 86, 120, 157 T3TG pp. 52, 89 T4TG pp. 70, 130 T5TG p. 133 T6TG pp. 51, 52, 87, 89, 154 T7TG pp. 87, 155 T8TG pp. 52, 86, 98, 102, 155
Kindergarten Readiness Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print some letters of the alphabet, including those in own name.	T1TG pp. 97, 99, 105, 111, 131, 133, 139, 145 T2TG pp. 29, 31, 37, 43, 63, 65, 97, 99, 105, 131, 133, 137, 139, 145 T3TG pp. 29, 31, 37, 63, 65, 71, 95, 97, 99, 105, 131, 133, 139 T4TG pp. 29, 31, 37, 63, 65, 71, 97, 99, 105, 111, 131, 133, 139 T5TG pp. 29, 31, 37, 43, 65, 71, 77, 97, 99, 105, 111, 131, 133, 139 T6TG pp. 29, 31, 37, 63, 65, 71, 97, 99, 105, 111, 113, 131, 139 T7TG pp. 29, 31, 37, 63, 65, 71, 77, 97, 99, 105, 111, 112, 131, 133, 139 T8TG pp. 31, 37, 43, 65, 71, 77, 99, 105, 111, 133, 139, 145
b. Use frequently occurring nouns and verbs.	T1TG p. 130 T2TG pp. 109, 155 T3TG pp. 28, 67 T4TG pp. 75, 143 T6TG pp. 28, 41, 42, 68, 74, 103, 109, 132, 137, 149, 148 T7TG p. 82
c. Orally use singular and plural nouns, (<i>e.g., bird, birds; house, houses; tree, trees</i>).	T3TG p. 115 T4TG p. 80 T5TG pp. 81, 83 T7TG p. 81
d. Respond to and ask questions (<i>e.g., who, what, where, when, why, and how</i>).	T1TG p. 75 T2TG p. 141 T3TG pp. 39, 83, 102, 136 T4TG pp. 61, 107 T5TG pp. 28, 117 T6TG pp. 44, 74 T7TG pp. 61, 62, 63, 73, 75, 80, 81, 86, 87, 108 T8TG p. 144
e. Use common prepositions (<i>e.g., to, from, in, out, on, off, for, of, by, with</i>).	T3TG p. 149 T5TG pp. 132, 144, 145, 156, 157 T7TG p. 41

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
f. Speak in sentences of varying lengths and complexity to communicate ideas.	T3TG pp. 81, 96, 108, 114, 148, 154 T4TG pp. 74, 80, 142 T5TG p. 108 T7TG pp. 88, 130
L2 CCR Anchor Standard K–12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Preschool Foundational Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Recognize that there are upper- and lowercase letters.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 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, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
b. <i>(Begins in kindergarten.)</i>	
c. <i>(Begins in kindergarten.)</i>	
d. Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language.	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115
Kindergarten Readiness Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Recognize that there are upper- and lowercase letters.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 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, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
b. <i>(Begins in kindergarten.)</i>	
c. <i>(Begins in kindergarten.)</i>	

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<p>d. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).</p>	<p>T1TG pp. 103, 107, 111, 137, 149 T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157 T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157 T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149 T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139 T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149 T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149 T8TG pp. 39, 101, 129</p>
Cluster: KNOWLEDGE OF LANGUAGE	
<p>L3 CCR Anchor Standard K–12: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<i>(Begins in grade 2.)</i>	
Cluster: VOCABULARY ACQUISITION AND USE	
<p>L4 CCR Anchor Standard K–12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p>Preschool Foundational Standard 4. With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child’s environment.</p>	
<p>a. With prompting and support, connect new vocabulary with known words and experiences.</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156</p>
<p>b. With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations.</p>	<p>T1TG pp. 30, 97, 122 T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144 T3TG pp. 29, 34, 41, 63, 75, 97, 103, 131 T4TG pp. 28, 29, 34, 41, 62, 63, 70, 75, 88, 102, 109, 136, 148 T5TG pp. 29, 40, 63, 97, 102, 136 T6TG pp. 29, 30, 48, 63, 96, 97, 108, 130, 131, 136, 142 T7TG pp. 29, 30, 34, 36, 40, 42, 64, 68, 70, 76, 88, 96, 97, 102, 131, 137, 142, 148, 149 T8TG pp. 36, 46, 122</p>
<p>Kindergarten Readiness Standard 4. With prompting and support, clarify the meaning of unknown and multiple-meaning words and phrases.</p>	
<p>a. With prompting and support, connect new vocabulary with known words and experiences.</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156</p>

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
b. With prompting and support, use some known inflections and affixes with familiar words (<i>e.g., -ed, -s, re-, un-, pre-, -ful, -less</i>).	T6TG p. 108 T7TG p. 102
L5 CCR Anchor Standard K–12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Preschool Foundational Standard 5. With guidance and support, identify common words regarding people, objects, and animals in the environment.	
a. Discuss commonalities and differences and sort by one attribute (<i>e.g., color, size</i>).	T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104
b. Increase vocabulary to include contrasting and descriptive words/opposites (<i>e.g., night/day, boy/girl, up/down</i>).	T1TG p. 69 T4TG pp. 29, 35 T7TG pp. 40, 41, 62, 67, 115
c. Access prior knowledge and experiences to identify connections between words and their applications to real life.	T1TG pp. 48, 76, 149 T2TG pp. 146, 150 T3TG p. 96 T4TG pp. 47, 114 T5TG p. 116 T6TG pp. 28, 53 T7TG pp. 62, 96 T8TG p. 98
d. Engage in and describe simple actions.	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
Kindergarten Readiness Standard 5. With guidance and support, explore word relationships and nuances in word meanings.	
a. Discuss commonalities and differences and sort objects (<i>e.g., shapes, foods</i>).	T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104
b. Compare commonalities and differences by identifying opposites using descriptive words (<i>e.g., big/little, short/long, large/small, happy/sad</i>).	T1TG p. 69 T4TG pp. 29, 35 T7TG pp. 40, 41, 62, 67, 115
c. Access prior knowledge and experiences to identify connections between words and their applications to real life.	T1TG pp. 48, 76, 149 T2TG pp. 146, 150 T3TG p. 96 T4TG pp. 47, 114 T5TG p. 116 T6TG pp. 28, 53 T7TG pp. 62, 96 T8TG p. 98
d. Distinguish shades of meaning among verbs describing the same general action through creative or dramatic play, (<i>e.g., whisper, speak, and yell</i>).	T2TG pp. 34, 75, 108, 114, 116, 156 T3TG pp. 36, 53, 64, 70, 80, 88, 104, 109, 115 T4TG pp. 42, 45, 51, 64, 68, 74, 87, 114, 120, 154 T5TG pp. 41, 46, 52, 62, 80, 96, 136, 144 T6TG pp. 46, 68, 109, 114, 148, 154 T7TG pp. 46, 52, 68, 136

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L6 CCR Anchor Standard K-12: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Preschool Foundational Standard 6. With prompting and support, begin simple dialogue about self or texts read aloud.	T1TG p. 147 T2TG pp. 28, 39, 51, 62, 96, 114 T3TG pp. 28, 46, 61, 67, 74, 95, 135 T4TG p. 28 T6TG pp. 129, 142
Kindergarten Readiness Standard 6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	T1TG pp. 30, 97, 122 T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144 T3TG pp. 29, 34, 41, 63, 75, 97, 103, 131 T4TG pp. 28, 29, 34, 41, 62, 63, 70, 75, 88, 102, 109, 136, 148 T5TG pp. 29, 40, 63, 97, 102, 136 T6TG pp. 29, 30, 48, 63, 96, 97, 108, 130, 131, 136, 142 T7TG pp. 29, 30, 34, 36, 40, 42, 64, 68, 70, 76, 88, 96, 97, 102, 131, 137, 142, 148, 149 T8TG pp. 36, 46, 122

STANDARDS FOR MATHEMATICS

COUNTING AND CARDINALITY

Cluster: KNOW NUMBER NAMES AND COUNT SEQUENCE.

Preschool Foundational Standard 1. Begin to count to 10 by ones.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138
Kindergarten Readiness Standard 1. Begin to count to 20 by ones.	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
Preschool Foundational Standard 2. Recognize that numbers have a certain order (1, 2, 3, etc.).	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122 T3TG p. 133 T4TG pp. 64, 70, 98, 104 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 104, 116 T8TG p. 139
Kindergarten Readiness Standard 2. In the sequence of 1–10, understand that numbers come “before” or “after” one another.	T1TG p. 30 T2TG pp. 30, 31, 37, 42, 43, 82, 88, 132 T4TG p. 36 T6TG p. 101 T8TG p. 138
Preschool Foundational Standard 3. Recognize the difference between letters, numbers, and other symbols.	T3TG p. 49 T5TG p. 81

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
Kindergarten Readiness Standard 3. Count a number of objects 0–10 and associate with a written numeral.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
Cluster: COUNT TO TELL THE NUMBER OF OBJECTS.	
Preschool Foundational Standard 4. Begin to count objects with support.	
a. Use one-to-one correspondence when counting up to five objects.	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
b. Recite numbers in the correct order and understand that numbers have a correct sequence.	T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122 T3TG p. 133 T4TG pp. 64, 70, 98, 104 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 104, 116 T8TG p. 139
c. <i>(Begins in kindergarten readiness section.)</i>	
Kindergarten Readiness Standard 4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
a. Use one-to-one correspondence when counting objects.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
b. Develop ability to respond to the question “how many” after counting the objects in a set (<i>beginning cardinality understanding</i>).	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
c. Understand that each number name in sequence 0–10 means one more.	T2TG pp. 70, 76, 77, 88, 89, 98, 99, 104, 105, 110, 111, 122, 123, 138, 150 T3TG pp. 33, 39 T4TG pp. 30, 36, 76, 82, 98, 104, 110, 116, 122 T5TG p. 150 T6TG pp. 64, 65, 70, 88, 89, 98, 105, 111, 144, 145, 150 T8TG pp. 98, 123, 138, 139
Preschool Foundational Standard 5. Count as many as five objects arranged in a line.	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

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Kindergarten Readiness Standard 5. Count as many as 10 objects arranged in a line.	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
Cluster: COMPARE NUMBERS.	
Preschool Foundational Standard 6. Visually identify or count to determine which of two sets has more objects (1–5).	T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116 T4TG p. 82
Kindergarten Readiness Standard 6. With modeling and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	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
Preschool Foundational Standard 7. Recognize the difference between letters, numbers, and other symbols.	T3TG p. 49 T5TG p. 81
Kindergarten Readiness Standard 7. Associate quantities with written numerals 1–10.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
OPERATIONS & ALGEBRAIC THINKING	
Cluster: UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.	
Preschool Foundational Standard 1. Explore how adding to and/or taking away objects changes the size of a group.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
Kindergarten Readiness Standard 1. Explore adding and taking away with concrete objects and patterns (e.g., fingers, blocks, dominoes, Unifix cubes, two-sided counters, toys).	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
Preschool Foundational Standard 2. Begin to explore adding and taking away of objects in a set.	
a. Explore how adding objects makes the size of a group larger.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157
b. Explore how removing objects makes the size of a group smaller.	T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
Kindergarten Readiness Standard 2. Begin to explore adding and taking away of objects in a set.	
a. Solve an addition problem by combining (adding) two or more sets of objects to find out how many in all (within five).	T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89

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b. Solve a subtraction problem by removing (<i>subtracting</i>) objects from a set of up to five objects.	T8TG pp. 31, 37, 42, 43, 48, 49, 54, 55, 64, 70, 71, 76, 77, 79, 82, 83, 88, 89
Preschool Foundational Standard 3. (<i>Begins in kindergarten readiness section.</i>)	
Kindergarten Readiness Standard 3. Explore different ways a set of objects can be decomposed within five.	T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
Preschool Foundational Standard 4. (<i>Begins in kindergarten readiness section.</i>)	
Kindergarten Readiness Standard 4. Explore different ways sets of objects can be combined to make a new set within five.	
a. Begin to recognize that a set remains the same amount if physically rearranged.	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
Preschool Foundational Standard 5. (<i>Begins in kindergarten readiness section.</i>)	
Kindergarten Readiness Standard 5. Say the number created by combining (<i>adding</i>) or removing (<i>subtracting</i>) objects within five.	T6TG pp. 36, 42, 55, 64, 88, 98, 99, 104, 105, 110, 111, 123, 144 T8TG pp. 65, 76, 88, 98, 104, 122, 150, 151, 156
Preschool Foundational Standard 6. Begin to duplicate and extend simple patterns (<i>e.g., ababab</i>).	T1TG pp. 54, 64, 70, 98, 99, 104, 105, 110, 116, 117, 122, 123, 132, 138, 139, 144, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 116, 117 T7TG p. 82 T8TG pp. 132, 133
Kindergarten Readiness Standard 6. Duplicate, extend, and create simple patterns (<i>e.g., ababab</i>).	T1TG pp. 54, 64, 70, 88, 98, 99, 104, 105, 110, 111, 113, 116, 117, 122, 123, 132, 138, 139, 144, 145, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133
NUMBERS & OPERATIONS IN BASE TEN	
Cluster: WORK WITH NUMBERS 11–19 TO GAIN FOUNDATIONS FOR PLACE VALUE.	
<i>(Begins in kindergarten section. Foundational skills of 0–10 are found in other mathematical standards.)</i>	
MEASUREMENT AND DATA	
Cluster: DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.	
Preschool Foundational Standard 1. Understand and describe measurable attributes (<i>e.g., how big, how tall, how long, or how heavy</i>).	
a. Compare simple data (<i>e.g., likes/dislikes, number of boys/girls in class today</i>).	T5TG p. 112 T7TG pp. 102, 120 T8TG pp. 41, 75, 80

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Kindergarten Readiness Standard 1. Describe objects using vocabulary specific to measurable attributes (e.g., length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).	
a. Organize data to make simple graphs using words: same, more, less.	T3TG pp. 98, 110 T7TG pp. 102, 116, 117, 120 T8TG p. 80
Preschool Foundational Standard 2. Begin to compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67
Kindergarten Readiness Standard 2. Compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67
Cluster: CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.	
Preschool Foundational Standard 3. Sort objects into given categories.	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
Kindergarten Readiness Standard 3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.	T1TG pp. 30, 36, 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, 132 T7TG pp. 99, 116, 117 T8TG pp. 102, 132
GEOMETRY	
Cluster: IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).	
Preschool Foundational Standard 1. Begin to recognize and name basic shapes.	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Kindergarten Readiness Standard 1. Identify basic shapes by name and in the environment.	T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145
Preschool Foundational Standard 2. Begin to recognize basic shapes, regardless of size.	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. 144, 145
Kindergarten Readiness Standard 2. Identify and name basic shapes regardless of their orientations (the way the object is turned or flipped) or size.	T7TG pp. 64, 65, 71, 76, 98, 99, 104, 105, 111, 123, 132, 144

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
Preschool Foundational Standard 3. Begin to recognize the difference in basic shapes as two-dimensional (<i>picture</i>) or three-dimensional (<i>object</i>).	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
Kindergarten Readiness Standard 3. Begin to recognize basic shapes as two-dimensional (“ <i>flat</i> ”) or three-dimensional (“ <i>solid</i> ”).	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
Cluster: ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.	
Preschool Foundational Standard 4. Begin to recognize the difference in basic shapes as two-dimensional (<i>picture</i>) or three-dimensional (<i>object</i>).	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
Kindergarten Readiness Standard 4. With prompting and support, describe basic 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
Preschool Foundational Standard 5. Explore shapes using a variety of media (<i>e.g., blocks, stickers, play dough/clay, art supplies, etc.</i>).	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110
Kindergarten Readiness Standard 5. Create basic shapes using media and basic drawing tools.	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110
Preschool Foundational Standard 6. Begin to recognize basic shapes when shown simple line drawings.	T3TG pp. 41, 47 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89
Kindergarten Readiness Standard 6. Explore combining basic shapes to create new shapes.	T7TG pp. 132, 133, 138, 139, 144, 145, 146

APPROACHES TO LEARNING AND SCIENCE**Standard 1: STUDENTS WILL LEARN THE PROCESSES, COMMUNICATION, AND NATURE OF SCIENCE.****The child displays an orientation to learning.**

Preschool Foundational Standards 1-2. Displays a sense of curiosity and willingness to try new things.

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| a. Actively explores and experiments. | T2TG p. 113
T6TG pp. 61, 63, 95, 102, 114, 131
T7TG pp. 95, 112, 114, 148 |
| b. Shows interest and curiosity in new people and objects. | T2TG p. 151
T7TG p. 150
T8TG p. 153 |
| c. Pays attention to people and objects. | T2TG pp. 28, 40, 46
T3TG p. 53
T7TG p. 143 |
| d. Makes things happen and watches for results or repeats action. | T5TG p. 146
T6TG pp. 61, 63, 74, 114
T7TG pp. 46, 62, 67, 114, 133, 148 |

Kindergarten Readiness Standards 1-2. Displays a sense of curiosity and willingness to try new things.

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| a. Uses senses to explore people, objects, and the environment. | T2TG pp. 96, 99, 102, 108, 112, 113, 119, 120
T7TG pp. 101, 148 |
| b. Seeks opportunities to participate in new activities. | T1TG pp. 61, 62
T5TG p. 78
T7TG p. 110
T8TG p. 112 |
| c. Asks questions for further information. | T6TG pp. 27, 51, 74, 96
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130 |
| d. Creates or suggests new activities. | T7TG pp. 28, 44, 46, 52, 68, 74, 80, 86, 96, 112, 148 |

Preschool Foundational Standards 3-5. Demonstrates confidence in a range of abilities.

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|---|---|
| a. Is aware of and believes in own abilities. | T1TG pp. 79, 141, 148
T2TG pp. 28, 46
T3TG p. 129
T7TG p. 129 |
| b. Attempts challenging activities. | T5TG pp. 101, 120
T6TG p. 96
T7TG pp. 80, 96, 102, 114, 136, 148, 154 |
| c. Asks for help when needed. | T1TG p. 101
T5TG pp. 133, 139, 145
T8TG p. 71 |

Kindergarten Readiness Standards 3-5. Demonstrates confidence in a range of abilities.

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| a. Shows ability to acquire and process new information. | T5TG pp. 36, 42, 62, 70, 76, 88
T6TG p. 153
T7TG pp. 68, 101, 113 |
| b. Shows imagination and creativity in approaching tasks and activities. | T3TG pp. 78, 148
T5TG p. 108
T7TG pp. 28, 44, 46, 52, 68, 74, 80, 86, 96, 112, 148 |
| c. Asks questions and seeks new information. | T6TG pp. 27, 51, 74, 96
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130 |

Utah Early Childhood Core Standards	DIG: Develop. Inspire. Grow.™
Child develops abilities and skills that promote learning.	
Preschool Foundational Standard 1. Persists in completing tasks.	
a. Maintains interest in a project or activity.	T1TG p. 44 T5TG pp. 139, 145
b. Ignores minor distractions.	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
Kindergarten Readiness Standard 1. Persists in completing tasks.	
a. Attempts tasks until satisfied with results.	T1TG p. 44 T5TG pp. 139, 145
b. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
Preschool Foundational Standard 2. Works collaboratively with others.	
a. Shares materials.	T1TG pp. 95, 112 T2TG p. 87 T5TG p. 117
b. Helps others.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
c. Follows simple rules and routines.	T1TG pp. 27, 33, 39, 45, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
d. Uses imitation or pretend play to learn new roles and relationships.	<i>This activity happens every week in the Learning Centers.</i> T3TG p. 78 T4TG p. 44 T6TG p. 78
e. Communicate with familiar adults and accept guidance.	T4TG p. 53 T5TG p. 129
Kindergarten Readiness Standard 2. Works collaboratively with others.	
a. Helps, shares, and cooperates in a group; demonstrates sharing and turn taking.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
b. Uses socially appropriate behavior with peers and adults, such as helping.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
c. Follows simple rules, routines, and common directions.	T1TG pp. 27, 33, 39, 45, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
d. Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).	T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121
Preschool Foundational Standard 3. Approaches tasks with organization.	
a. Recognizes the process (such as cause and effect, first steps, etc.).	T1TG p. 103 T3TG p. 96 T4TG pp. 96, 114, 120, 154 T5TG pp. 52, 108, 142 T7TG p. 129 T8TG p. 34
b. Knows how to access resources.	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51
c. Knows how to find an appropriate space to work or play.	<i>This activity happens every week in the Learning Centers.</i> T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
Kindergarten Readiness Standard 3. Approaches tasks with organization.	
a. Uses a variety of strategies to solve a problem.	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
b. Experiments with different uses for objects and applies knowledge to new situations.	T1TG pp. 61, 62, 131 T4TG p. 146 T5TG p. 44 T6TG pp. 28, 34 T7TG pp. 108, 136 T8TG pp. 130, 148
c. Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	T1TG pp. 39, 119 T4TG p. 79 T5TG pp. 40, 51, 121 T6TG p. 51 T7TG p. 121
Standard 2: STUDENTS WILL GAIN AN UNDERSTANDING OF EARTH AND SPACE SCIENCE.	
Preschool Foundational Standard 1. Use senses to explore objects and the environment.	T1TG p. 78 T2TG pp. 112, 113, 119 T7TG p. 101

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
Kindergarten Readiness Standard 1. Actively explore/ experiment with objects and the environment.	T5TG pp. 28, 39, 80
Preschool Foundational Standard 2. Attend to colors and textures in the natural environment.	T1TG p. 78 T2TG pp. 113, 114, 119 T7TG p. 148
Kindergarten Readiness Standard 2. Show interest and curiosity in indoor and outdoor environments.	T5TG pp. 95, 96, 102, 114, 119
Preschool Foundational Standard 3. Show interest and curiosity in indoor and outdoor environments.	T5TG pp. 95, 96, 102, 114, 119
Kindergarten Readiness Standard 3. Ask questions for further information.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Preschool Foundational Standard 4. Ask questions for further information.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
Preschool Foundational Standard 1. Recognize the difference between day and night.	T5TG p. 113 T7TG pp. 45, 46, 47
Kindergarten Readiness Standard 1. Discuss the things that are done in the daytime and the things that are done at night.	
a. Begin to understand and use time concepts: yesterday, today, tomorrow, morning, afternoon, night.	T4TG p. 121 T6TG p. 53
Kindergarten Readiness Standard 2. Describe the changes in the physical attributes of the sky from day to night.	T5TG p. 113 T7TG pp. 45, 46, 47
Preschool Foundational Standard 1. Recognize changes in the seasons.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
Kindergarten Readiness Standard 1. Discuss the changes in the earth as seasons change.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121 T7TG p. 27
Preschool Foundational Standard 2. Understand hot and cold.	T1TG pp. 143, 149 T2TG pp. 96, 102, 120 T5TG pp. 96, 102, 120
Kindergarten Readiness Standard 2. Compare the differences in temperature as the weather changes.	T1TG pp. 143, 149 T5TG pp. 96, 102, 120
Preschool Foundational Standard 3. Explore rain, snow, and sun.	T1TG pp. 143, 149
Kindergarten Readiness Standard 3. Describe why certain clothing is appropriate to each season.	T1TG pp. 143, 149
Standard 3: STUDENTS WILL GAIN AN UNDERSTANDING OF PHYSICAL SCIENCE THROUGH THE STUDY OF THE FORCES OF MOTION AND THE PROPERTIES OF MATERIALS.	
Preschool Foundational Standard 1. Set objects in motion by pushing, pulling, kicking, and rolling.	T7TG pp. 96, 102, 114, 119, 120, 142
Kindergarten Readiness Standard 1. Actively explore/ experiment the properties of movement.	T7TG pp. 96, 102, 114, 119, 120, 142

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
Preschool Foundational Standard 2. Describe motion as fast or slow.	T7TG pp. 53, 108, 120, 142
Kindergarten Readiness Standard 2. Ask questions about movement for further information.	T7TG pp. 53, 108, 120, 142
Kindergarten Readiness Standard 3. Observe, compare, and describe the changes in movement on different surfaces or inclines.	T7TG pp. 53, 108, 120, 142
Preschool Foundational Standard 1. Identify objects that are a part of the non-living world such as rocks and manmade objects.	T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86
Kindergarten Readiness Standard 1. Match models of objects with the real thing.	<i>This activity happens throughout the year in the Learning Centers.</i>
Kindergarten Readiness Standard 2. Know that non-living things do not need care and feeding like living things do.	T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86
Standard 4: STUDENTS WILL GAIN AN UNDERSTANDING OF LIFE SCIENCE THROUGH THE STUDY OF CHANGES IN ORGANISMS OVER TIME AND THE NATURE OF LIVING THINGS.	
Preschool Foundational Standard 1. Watch intently and say names and sounds of animals at a zoo or farm.	T2TG pp. 41, 47 T6TG pp. 41, 47
Kindergarten Readiness Standard 1. Actively explore living things.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
Preschool Foundational Standard 2. Match mother and baby animals.	T6TG pp. 33, 46, 52, 120, 142
Kindergarten Readiness Standard 2. Ask questions for further information about living things.	T6TG pp. 27, 51, 74, 96
Kindergarten Readiness Standard 3. Collect information about living things.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
Preschool Foundational Standard 1. Identify objects that are a part of the living world, such as animals, insects, plants, and humans.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
Kindergarten Readiness Standard 1. Describe the needs of plants and animals and how to keep them alive.	T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120
Preschool Foundational Standard 2. Identify animals with their common living environment.	T3TG pp. 141, 143 T5TG pp. 62, 68, 73, 80, 86 T6TG p. 129
Kindergarten Readiness Standard 2. Name and identify most parts of the human body.	T2TG pp. 33, 39 T4TG p. 107 T5TG p. 63
Kindergarten Readiness Standard 3. Actively explore and discuss major parts of plants (<i>e.g., roots, stem, leaf, flower, trunk, branches</i>).	T6TG pp. 97, 99, 102, 108, 109, 120

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
Kindergarten Readiness Standard 4. Explore the parts of different animals (e.g., skin, fur, feathers, scales; hand, wing, flipper, fin).	T2TG pp. 41, 47
SOCIAL/EMOTIONAL AND SOCIAL STUDIES	
Standard 1: THE CHILD DEVELOPS SELF-AWARENESS AND POSITIVE SELF-ESTEEM.	
Preschool Foundational Standard 1. Knows personal information.	
a. Calls self by name and begins to use words such as "I" or "me."	T1TG pp. 29, 30, 35, 36, 41, 42
b. Develops awareness of self as separate from others, and engages in behaviors that build relationships with familiar adults.	T2TG pp. 46, 96 T4TG p. 53 T5TG p. 129 T7TG p. 147
c. Knows and uses friends' names.	T1TG pp. 46, 130, 154, 155
Kindergarten Readiness Standard 1. Knows personal information.	
a. Knows first and last name and age.	T1TG pp. 29, 30, 35, 36, 41, 42
b. Knows parents' and caregivers' names.	T2TG pp. 62, 68, 74, 80, 96
c. Knows own phone number and address.	T2TG pp. 75, 136 T3TG p. 113
d. Shows emotional connection and attachment to others.	T2TG pp. 68, 74, 86 T6TG p. 53
Preschool Foundational Standard 2. Demonstrates awareness of abilities and preferences.	
a. Selects activities based on preferences.	<i>This activity happens every week in the Learning Centers.</i>
b. Participates in activities.	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
c. Asks others for help when needed.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
Kindergarten Readiness Standard 2. Demonstrates awareness of abilities and preferences.	
a. Demonstrates independence in decision making regarding activities and materials.	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51
b. Demonstrates independence in a range of activities, routines, and tasks.	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
c. Asks questions and seeks new information.	T1TG pp. 40, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 141 T8TG pp. 39, 67, 73, 107, 141, 144
Preschool Foundational Standard 3. Develops growing capacity for independence.	
a. Leaves parent or caregiver without undue anxiety.	T1TG p. 26
b. Plays independently or engages in parallel play with other children.	T1TG p. 39 T4TG p. 79 T5TG p. 40, 121 T7TG p. 121
c. Begins to initiate interactions with adults and peers.	T2TG p. 151 T7TG p. 150 T8TG p. 153
Kindergarten Readiness Standard 3. Develops growing capacity for independence.	
a. Establishes secure relationships with adults outside of family members.	T4TG p. 53 T5TG p. 129
b. Demonstrates emotions and opinions with and to peers.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
c. Begins to sustain interactions with adults and peers.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
d. Accepts and is responsible for jobs and assignments.	T1TG p. 78 T3TG p. 101 T5TG pp. 110, 135 T6TG p. 155 T7TG p. 121 T8TG pp. 103, 131, 137
Preschool Foundational Standard 4. Expresses self in different roles and mediums.	
a. Engages in pretend play and acts out roles.	<i>This activity happens every week in the Learning Centers.</i> T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
b. Expresses feelings and emotions through facial expressions, sounds, or gestures and words.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
c. Expresses feelings, needs, and wants in a socially productive manner.	T1TG pp. 28, 51, 102, 157 T2TG pp. 121, 155 T3TG pp. 27, 52, 53, 61 T4TG pp. 97, 109 T5TG pp. 115, 149 T6TG pp. 78, 131, 143, 155, 157 T7TG pp. 27, 52, 55, 87 T8TG pp. 34, 155
d. Shows pride in increasing abilities.	T1TG p. 79 T2TG p. 46 T7TG p. 129
Kindergarten Readiness Standard 4. Expresses self in different roles and mediums.	
a. Plays different roles in dramatic or free play.	<i>This activity happens every week in the Learning Centers.</i> T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
b. Expresses emotions and feelings through open-ended play, dance, visual arts, and music.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 78, 86, 112, 120, 148, 154, 155 T4TG pp. 44, 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 78, 154 T8TG pp. 87, 120, 121, 154
c. Expresses feelings and emotions through language.	T1TG pp. 28, 51, 102, 157 T2TG pp. 121, 155 T3TG pp. 27, 52, 53, 61 T4TG pp. 97, 109 T5TG pp. 115, 149 T6TG pp. 78, 131, 143, 155, 157 T7TG p. 87 T8TG pp. 34, 155
d. Shares accomplishments with others.	T5TG pp. 44, 156 T8TG p. 78
Standard 2: THE CHILD DEVELOPS SOCIAL SKILLS THAT PROMOTE POSITIVE INTERACTIONS WITH OTHERS.	
Preschool Foundational Standard 1. Develops skills to interact cooperatively with others.	
a. Participates in learning activities.	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

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b. Responds to and interacts with another child.	T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89
c. Takes turns, verbally and nonverbally.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
Kindergarten Readiness Standard 1. Develops skills to interact cooperatively with others.	
a. Engages in learning activities with peers.	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
b. Responds to and interacts with other children and adults in a formal or group setting.	T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89
c. Participates cooperatively in a group.	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
Preschool Foundational Standard 2. Participates in cooperative play.	
a. Follows agreed-upon rules (e.g., not hitting, etc.).	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
b. Joins in ongoing activities.	T1TG p. 135 T8TG p. 153

Utah Early Childhood Core Standards	DIG: Develop. Inspire. Grow.™
c. Initiates play with others.	T2TG p. 151 T7TG p. 150 T8TG p. 153
Kindergarten Readiness Standard 2. Participates in cooperative play.	
a. With peers and adults, engages in behavior such as helping, sharing, and taking turns.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
b. Joins in cooperative play with others.	T1TG p. 135 T8TG p. 153
c. Invites others to join in cooperative play.	T2TG p. 151 T7TG p. 150 T8TG p. 153
Preschool Foundational Standard 3. Employs positive social behaviors with peers and adults.	
a. Recognizes and begins to respond to positive nonverbal gestures (<i>e.g., smiling, nodding, and waving</i>) and culturally appropriate eye contact when interacting with peers and adults.	T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150 T2TG p. 131 T3TG pp. 45, 108, 109, 119, 150 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150 T6TG pp. 35, 45, 81, 88, 102, 148, 154 T7TG pp. 27, 114 T8TG pp. 31, 52, 54, 73, 76, 85
b. Forms positive relationships with adults.	T4TG p. 53 T5TG p. 129
c. Develops friendships with peers.	T1TG pp. 46, 130, 154, 155
Kindergarten Readiness Standard 3. Employs positive social behaviors with peers and adults.	
a. Uses positive nonverbal gestures (<i>e.g., smiling, nodding, and waving</i>) and culturally appropriate eye contact when interacting with peers and adults.	T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150 T2TG p. 131 T3TG pp. 45, 108, 109, 119, 150 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150 T6TG pp. 35, 45, 81, 88, 102, 148, 154 T7TG pp. 27, 114 T8TG pp. 31, 52, 54, 73, 76, 85
b. Forms positive relationships with adults.	T4TG p. 53 T5TG p. 129
c. Develops friendships with peers.	T1TG pp. 46, 130, 154, 155
Preschool Foundational Standard 4. Develops self-control by regulating impulses and feelings.	
a. Begins to follow simple rules, routines, and directions.	T1TG pp. 27, 33, 39, 45, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
b. Understands and accepts limitations (<i>e.g., being told “no”</i>).	T1TG pp. 45, 52
c. Seeks ways to find comfort in new situations, and shows ability to cope with stress.	T1TG p. 45 T5TG pp. 107, 112 T8TG p. 155

Utah Early Childhood Core Standards	DIG: Develop. Inspire. Grow.™
Kindergarten Readiness Standard 4. Develops self-control by regulating impulses and feelings.	
a. Follows established rules, routines and directions independently.	T1TG pp. 27, 33, 39, 45, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
b. Uses ordinal terms to describe sequence of daily routine/schedule (e.g., <i>first, second, next, last</i>).	T2TG pp. 132, 138, 144, 145, 156, 157 T3TG pp. 150, 151
c. Understands and accepts limitations (e.g., <i>being told “no”</i>).	T1TG pp. 45, 52
d. Adapts to new environments with appropriate emotions and behaviors.	T1TG p. 45 T5TG pp. 107, 112 T8TG p. 155
Preschool Foundational Standard 5. Expresses emotions and feelings.	
a. Identifies emotions (e.g., <i>happy, sad, angry, frustrated, bored, lonely, afraid</i>).	T1TG pp. 120, 121, 136, 155 T2TG p. 53 T3TG p. 102
b. Identifies feelings (e.g., <i>thirsty, hungry, hot, cold</i>).	T1TG pp. 119, 135 T5TG p. 109
c. Begins to show concern for others.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
Kindergarten Readiness Standard 5. Expresses emotions and feelings.	
a. Expresses own emotions (e.g., <i>“I am happy,” “I am sad,” etc.</i>).	T1TG pp. 102, 119, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155
b. Describes own feelings (e.g., <i>“I am thirsty,” “I am hungry,” etc.</i>).	T1TG pp. 119, 135 T5TG p. 109
c. Demonstrates empathy.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
Preschool Foundational Standard 6. Develops skills to solve conflicts. With guidance, child:	
a. Begins to recognize other children’s feelings and emotions.	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
b. Begins to respond to other children's feelings and emotions.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
c. Learns social skills, and eventually words, for expressing feelings, needs, and wants.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
d. Helps, shares, and cooperates in a group.	T1TG pp. 95, 112, 135 T2TG p. 87 T5TG p. 117 T8TG pp. 132, 138, 153
e. Resolves conflict with peers alone and/or with adult intervention as appropriate.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
Kindergarten Readiness Standard 6. Develops skills to solve conflicts. With guidance, child:	
a. Is aware that others may have different feelings and emotions other than his/her own.	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44
b. Responds appropriately to tone of voice, facial expressions, and gestures of others.	T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89
c. Asserts rights by telling others how he/she feels.	T1TG pp. 130, 136, 154
d. Finds ways to help others.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120
e. Seeks out appropriate help when unable to find a solution.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
Preschool Foundational Standard 7. Respects others and their belongings.	
a. Uses polite language to interact with others (e.g. "please," "sorry," "thank you").	T1TG pp. 33, 34, 52 T6TG p. 87
b. Begins to demonstrate ability to wait for his/her turn to use materials.	T1TG pp. 61, 96, 121, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
c. Uses and shares materials with peers.	T1TG pp. 95, 112 T2TG p. 87 T5TG p. 117

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
d. Recognizes that others' needs are important.	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44
Kindergarten Readiness Standard 7. Respects others and their belongings.	
a. Uses polite language to recognize peers' accomplishments (e.g., "Good job," "I like...").	T5TG p. 156
b. Asks permission to use things that belong to others.	T1TG pp. 95, 112 T2TG p. 87 T5TG p. 117
c. Independently uses and shares materials with peers.	T1TG pp. 95, 112 T2TG p. 87 T5TG p. 117
d. Recognizes how actions affect others and accepts consequences of own actions.	T1TG pp. 34, 52, 86, 96, 102, 107, 108, 121, 130, 154, 155 T2TG pp. 53, 87, 141, 155 T3TG pp. 53, 96, 102, 114, 121 T5TG pp. 29, 53, 130, 155 T7TG pp. 53, 87
Preschool Foundational Standards 8-9. Uses imitation or pretend play to learn new roles and relationships.	<i>This activity happens every week in the Learning Centers.</i> T8TG p. 146
Kindergarten Readiness Standards 8-9. Uses imitation or pretend play to learn new roles and relationships.	<i>This activity happens every week in the Learning Centers.</i> T8TG p. 146
Preschool Foundational Standards 10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).	T3TG pp. 28, 34, 40, 46, 52, 62, 68, 79, 86, 87, 108 T8TG pp. 96, 153
Kindergarten Readiness Standards 10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).	T3TG pp. 28, 34, 40, 46, 52, 62, 68, 79, 86, 87, 108 T8TG pp. 96, 153
CREATIVE ARTS	
Standard 1: STUDENTS WILL PARTICIPATE IN A VARIETY OF ACTIVITIES THAT ALLOW FOR CREATIVE AND IMAGINATIVE EXPRESSION.	
Preschool Foundational Standard 1. Learn several simple songs.	
a. Know several simple songs.	T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153 T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155 T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153 T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155 T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
b. Experiment with musical instruments.	T1TG p. 109 T5TG pp. 121, 155 T7TG pp. 109, 121
c. Show awareness and appreciation of different kinds of music.	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131
Kindergarten Readiness Standard 1. Use voice and instruments to create sound.	
a. Participate in music activities such as 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
b. Show increasing awareness of various components of music in terms of dynamics (<i>loud/soft</i>), pitch (<i>high/low</i>), and duration (<i>long/short, fast/slow</i>).	T3TG p. 97 T7TG p. 97 T8TG pp. 63, 97, 137
c. Explain what is felt and heard through various musical tempos and styles.	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131
d. Express thoughts, feelings, and energy through music.	T1TG pp. 41, 47, 53 T5TG p. 113 T7TG pp. 27, 33, 45, 51
Preschool Foundational Standard 2. Use their body to move to music and express themselves.	
a. Bounce in rhythm with music.	T5TG p. 53 T8TG p. 103
b. Move body to express feelings and ideas.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
c. Demonstrate large motor balance, stability, and control.	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

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
d. Move body, arms and legs with coordination.	T1TG p. 64 T5TG p. 112 T7TG pp. 143, 149, 155
Kindergarten Readiness Standard 2. Use their body to move to music and express themselves.	
a. Move to different patterns of beat and rhythm in music.	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149
b. Use creative movement to demonstrate feelings, ideas, and concepts.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
Preschool Foundational Standard 3. Use a variety of media and materials to create drawings, pictures, or other objects.	
a. Show interest in a variety of art materials.	<i>This activity happens every week in the Learning Centers.</i> T4TG p. 146 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 44
b. Begin to recognize colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).	T1TG pp. 48, 76, 82, 88, 98, 99, 123, 132, 138, 139 T4TG pp. 75, 83, 147 T5TG pp. 36, 42, 143, 149 T6TG pp. 107, 112 T7TG pp. 98, 99, 104, 105, 111, 123, 138 T8TG p. 132
c. Explore various materials, tools, and processes to create works of art.	<i>This activity happens every week in the Learning Centers.</i> T3TG p. 78 T4TG pp. 44, 78 T5TG pp. 71, 77, 133, 139, 145 T6TG p. 78
Kindergarten Readiness Standard 3. Use a variety of media and materials to create drawings, pictures, or other objects.	
a. Use a variety of materials and techniques to make art creations.	<i>This activity happens every week in the Learning Centers.</i> T4TG p. 146 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 44
b. Recognize and name colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown).	T1TG pp. 48, 76, 82, 88, 98, 99, 123, 132, 138, 139 T4TG pp. 75, 83, 147 T5TG pp. 36, 42, 143, 149 T6TG pp. 107, 112 T7TG pp. 98, 99, 104, 105, 111, 123, 138 T8TG p. 132
c. Create works that reflect experiences or objects.	<i>This activity happens every week in the Learning Centers.</i> T3TG pp. 46, 148 T6TG p. 44

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
d. Use basic art tools (<i>e.g., glue, clay, markers, scissors, paintbrushes, and crayons</i>).	<i>This activity happens every week in the Learning Centers.</i> T5TG pp. 133, 139, 145 T6TG p. 44
e. Compare textures (<i>rough/smooth</i>).	T2TG pp. 96, 102, 103, 120
f. Talk to others about his/her art.	T5TG pp. 44, 156 T8TG p. 78
Preschool Foundational Standard 4. Portray a variety of events, characters, or stories through drama, props, and language.	
a. Learn to express ideas, information, and feelings through dramatic play.	<i>This activity happens every 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
b. Listen attentively to an adult tell stories or nursery rhymes and act out different parts.	T1TG pp. 28, 148, 137 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 39, 34, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151
c. Show that real-life roles can be imitated.	<i>This activity happens every week in the Learning Centers.</i>
Kindergarten Readiness Standard 4. Portray a variety of events, characters, or stories through drama, props, and language.	
a. Identify and express ideas, information, and feelings through dramatic art (<i>e.g., telling stories, make believe</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
b. Use dialogue, actions, and objects to tell a story.	T1TG p. 52 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149
c. Assume roles in dramatic play situations, characters, or stories through drama, props, and language.	T1TG pp. 114, 141, 147 T3TG p. 44 T4TG p. 112 T5TG p. 155 T7TG p. 78 T8TG pp. 95, 141
d. Show appreciation of the dramatizations of others.	T8TG p. 149

PHYSICAL/HEALTH & SAFETY**Standard 1: THE CHILD DEVELOPS FINE AND GROSS MOTOR COORDINATION (SMALL AND LARGE MUSCLE).**

Preschool Foundational Standard 1. Exhibits fine motor coordination (*small muscle*).

a. Manipulates and explores objects:

i. Builds with a variety of blocks.

This activity happens every week in the Learning Centers.

ii. Makes line, circles, or scribbles with writing 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

iii. Manipulates small pieces or objects (*e.g., puzzle pieces, Unifix cubes, pop beads, lacing, and pegboards, etc.*).

T1TG p. 144
T3TG p. 116
T7TG pp. 31, 65, 145

iv. Digs in sand with spoon or small shovel.

This activity happens every week in the Learning Centers.

v. Tears paper into small pieces.

This activity happens every week in the Learning Centers.

Kindergarten Readiness Standard 1. Exhibits fine motor coordination (*small muscle*).

a. Demonstrates a more precise control needed to use everyday objects:

i. Can use wrist, hand, and fingers to turn objects such as screw lids.

T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117
T5TG pp. 37, 43, 139, 145

ii. Can use fingers to button and zip.

T1TG p. 138

iii. Coordinates finger and wrist movement to control scissors.

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

iv. Can use a single finger to push a button.

T1TG p. 144
T3TG p. 116
T7TG pp. 31, 65, 145

v. Holds a pencil and other writing tools with a mature pincer grasp (*thumb to index finger grasp*).

T3TG pp. 104, 117, 122
T4TG pp. 99, 105, 111, 117
T5TG pp. 139, 145
T6TG pp. 129, 135, 147, 153
T7TG p. 65
T8TG pp. 37, 71, 105, 139

Preschool Foundational Standard 2. Exhibits gross motor coordination (*large muscle*).

a. Participates in activities that develop control and balance during movements that move the child from one place to another (*locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects*).

T1TG pp. 73, 116, 150
T2TG pp. 33, 121
T3TG pp. 51, 67, 80, 112
T5TG pp. 78, 120, 135, 150
T7TG pp. 61, 101

b. Participates in activities that develop coordination and balance in movements that do not move the child from one place to another (*non-locomotor; e.g., balances on one foot, moves body parts in isolation*).

T1TG pp. 39, 116, 150
T3TG p. 51

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
c. Participates in activities that develop control of large muscles to manipulate objects (<i>e.g., throws, catches, and kicks balls; rides wheeled toys</i>).	T3TG pp. 147, 153 T4TG p. 147 T5TG pp. 107, 141 T6TG p. 45 T8TG p. 135
d. Participates in activities that develop control of body movement through space (<i>e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances</i>).	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
Kindergarten Readiness Standard 2. Exhibits gross motor coordination (<i>large muscle</i>).	
a. Demonstrates control and balance during movements that move the child from one place to another (<i>locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects</i>).	T1TG pp. 73, 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120, 135, 150 T7TG pp. 61, 101
b. Demonstrates coordination and balance in movements that do not move the child from one place to another (<i>non-locomotor; e.g., balances on one foot, moves body parts in isolation</i>).	T1TG pp. 39, 116, 150 T3TG p. 51
c. Demonstrates control of large muscles to manipulate objects (<i>e.g., throws, catches and kicks balls; rides wheeled toys</i>).	T3TG pp. 147, 153 T4TG p. 147 T5TG pp. 107, 141 T6TG p. 45 T8TG p. 135
d. Exhibits control of body movement through space (<i>e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances</i>).	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 148 T4TG pp. 39, 79, 112, 148 T5TG pp. 46, 80, 86, 153 T6TG pp. 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
Standard 2: THE CHILD DEVELOPS AN UNDERSTANDING OF HEALTH AND SAFETY.	
Preschool Foundational Standard 1. Shows independence in personal care.	
a. Participates in personal hygiene and care.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
Kindergarten Readiness Standard 1. Shows independence in personal care.	
a. Develops independence in personal hygiene and care.	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 148, 154, 155 T5TG pp. 75, 121
Preschool Foundational Standard 2. Participates in self-selected or organized activities that enhance physical fitness.	
a. Demonstrates awareness that personal boundaries exist.	T1TG p. 51 T3TG pp. 44, 80 T4TG p. 113

Utah Early Childhood Core Standards	<i>DIG: Develop. Inspire. Grow.™</i>
b. Uses movement to show ideas and feelings.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
c. Eats foods from a variety of food groups.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
Kindergarten Readiness Standard 2. Participates in self-selected or organized activities that enhance physical fitness.	
a. Plays outdoor games.	<i>This activity happens every week in Outdoor time.</i> T3TG p. 147 T4TG p. 147 T5TG p. 141 T6TG p. 45
b. Uses outdoor equipment appropriately.	<i>This activity happens every week in Outdoor time.</i> T3TG p. 153 T8TG p. 135
c. Begins to maintain personal boundaries while participating in movement activities.	T1TG p. 51 T3TG pp. 44, 80, 87 T4TG p. 113 T8TG p. 119
d. Uses movement to express ideas and feelings.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
e. Eats foods from a variety of food groups.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
Preschool Foundational Standard 3. Practices safety procedures.	
a. Begins to learn outdoor and indoor safety rules.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
Kindergarten Readiness Standard 3. Practices safety procedures.	
a. Follows outdoor and indoor safety rules.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
b. Begins to identify helpful and harmful substances to the body.	T2TG pp. 120, 130, 135, 136, 142, 146, 147, 148, 154



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