

**Alignment of the *Arkansas Early Childhood Education Framework Benchmarks*
for Three and Four Year Old Children
With *The Creative Curriculum for Preschool*[®]
and the Goals and Objectives of *The Creative Curriculum*[®] *Developmental Continuum for Ages 3–5***

The Creative Curriculum is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. The Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System.

The *Developmental Continuum* contains 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus, we have also created a Forerunner step (not shown in this document) for each objective. The developmental steps help teachers to determine each child’s current development in relation to each objective, and to decide what specific support and kinds of experiences will enable each child to develop and learn.

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References

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Arkansas Department of Human Services, Division of Child Care and Early Childhood Education. (2002). *Arkansas Early Childhood Education Framework*. Little Rock, AR: Author. Retrieved from [http://www.state.ar.us/childcare/ARKANSAS EARLY CHILDHOOD EDUCATION FRAMEWORK.pdf](http://www.state.ar.us/childcare/ARKANSAS_EARLY_CHILDHOOD_EDUCATION_FRAMEWORK.pdf)

Teaching Strategies, Inc. (2001). *The Creative Curriculum*[®] *developmental continuum for ages 3–5*. Washington, DC: Author.

Arkansas Early Childhood Education Framework Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL Social/Emotional Development enhances self-concept and promotes acceptance		
ACT INDEPENDENTLY		
1.1 Demonstrates ability to make choices	Chapter 2: “Choice Time,” pp. 87–88	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
1.2 Demonstrates independence in personal care	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89 Chapter 2: “Rest Time,” pp. 91–92	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
1.3 Demonstrates ability to play independently	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Choice Time,” pp. 87–88	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
EXPERIENCE SUCCESS		
1.4 Shows curiosity and desire to learn	Foundation chapter: “Gardner: Multiple Intelligences; Smilansky: The Role of Play in Children’s Learning,” pp. 8–13 Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 1: “Interests,” pp. 30–31 Chapter 1: “Learning Styles,” pp. 31–32 Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 4: “Talking With Children About Their Work,” p. 177 Chapter 4: “Asking Children Open-Ended Questions,” pp. 177–178 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas

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1.5 Enjoys experimenting and problem solving with ideas as well as with concrete materials	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development;” “What Children Learn in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
1.6 Demonstrates confidence in growing abilities	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 2: “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78 Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
1.7 Demonstrates willingness to try new things	Chapter 1: “Interests,” pp. 30–31 Chapter 1: “Learning Styles,” pp. 31–32 Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

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1.8 Uses planning in approaching a task or activity	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Talking With Children About Their Work,” p. 177 Foundation chapter: “Sara Smilansky’s Four Types of Play,” pp. 11–13 Chapter 6: “Stages of Block Play,” pp. 255–260 Chapter 7: “Levels of Dramatic Play,” pp. 282–286 Chapter 11: “Sequences of Learning in the Discovery Area,” pp. 394–396 Chapter 12: “Developmental Stages in Sand and Water Play,” pp. 413–415	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
1.9 Shows persistence in approaching tasks	Foundation chapter: “Learning and Resiliency,” pp. 13–14 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
INTERACT SOCIALLY		
1.10 Demonstrates trust in adults	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)
1.11 Shows ability to separate from parents	Chapter 2: “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78 Chapter 2: “Preparing for the First Few Days,” pp. 100–101 Chapter 5: “Home Visits,” pp. 215–217	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school

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1.12 Demonstrates interest and participates in classroom activities	Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 2: “Small-Group Time,” p. 86 Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 4: “Teacher-Directed Learning,” pp. 174–175	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
1.13 Participates in routine activities easily	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “The Daily Schedule,” pp. 92–97 Chapter 2: “Evaluating the Effectiveness of the Physical Environment,” pp. 76–81, especially “Disruptive Behavior: Environmental Causes and Strategies,” p. 81 Chapter 2: “Determining the Causes of Challenging Behavior,” pp. 120–121	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
1.14 Seeks out adults and children	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Chapter 2: “Helping Children to Make Friends,” pp. 105–106 Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
1.15 Understands and respects differences 1.16 Helps others in need	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Helping Children to Make Friends,” pp. 105–106 Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want

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1.17 Stands up for rights	Chapter 2: “Coaching Children on How to Be Assertive,” p. 120	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights
1.18 Shares; respects the rights of others	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
1.19 Works cooperatively with others on completing a task	Chapter 2: Chapter 2: “How Is the Physical Setting Working?” “Solving Problems That Involve the Whole Class,” pp. 114–115 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
1.20 Uses compromise and discussion to resolve conflicts 1.21 Becomes involved in solving social problems (conflicts)	Chapter 2: “Handling Problems Between Children,” pp. 110–114 Chapter 2: “Common Challenging Behaviors,” pp. 116–119 Chapter 2: “Coaching Children on How to Be Assertive,” p. 120 Chapter 2: “Helping Children to Regain Control,” pp. 121–122	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 4. Stands up for rights <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise

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DEVELOPMENTAL LEARNING STRAND 2 — CREATIVE/AESTHETIC Creative/Aesthetic learning enhances self-expression through awareness and sensitivity to the arts.		
EXPRESSION THROUGH ART FORMS AND ACTIVITIES		
2.1 Shows creativity and imagination in play with materials and props 2.2 Participates in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 3: “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
2.7 Experiments with a variety of musical instruments and sound sources	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
2.8 Identifies the source of a variety of sounds 2.9 Moves in time to the beat	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> objectives that align directly with this item.

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2.10 Explores and manipulates art media	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially “Selecting Materials,” pp. 322–331; “Interacting With Children in the Art Area,” pp. 341–346	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
2.11 Creates drawings and paintings that gradually become more detailed and realistic 2.12 Preplans art project and then works with care	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
2.13 Recognizes and responds to beauty in the environment	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	There are no <i>Creative Curriculum</i> objectives that align directly with this item.

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DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING: LANGUAGE ARTS Cognitive/Intellectual learning enhances communication problem solving, making choices, exploring, experimenting, and questioning.		
3.1 Shows enjoyment of books and stories and discussion of them	Chapter 1: “Language Development,” p. 22 Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133; “Process Skills,” pp. 161–162 Chapter 10: “Library,” pp. 351–379, especially “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” pp. 370–373 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
3.2 Tells a story in sequence, following the pictures in a book	Chapter 3: “Comprehension,” pp. 129–130, 133; Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373; “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
3.3 Demonstrates knowledge of how to use a book	Chapter 3: “Knowledge of Print,” p. 128, 132; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
3.4 Demonstrates visual discrimination skills and visual memory skills	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”	There are no <i>Creative Curriculum</i> objectives that align directly with this item.

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3.5 Understands that print conveys a message	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Library,” pp. 351–379, especially “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
3.6 Demonstrates an interest in using writing for a purpose	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Promoting Children’s Writing,” p. 374	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
3.7 Identifies letters and signs in the environment	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Matching Words With the Printed Text,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
3.8 Uses known letters or approximation of letters to represent written language	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; Chapter 10: “Promoting Children’s Writing,” p. 374	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
3.9 Identifies some letters and makes some letter-sound matches	Chapter 3: “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133 Chapter 10: “Connecting Written Symbols With Sounds,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections

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DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING: MATHEMATICS AND SCIENCE		
<p>3.10 Classifies objects by physical features such as shape or color</p> <p>3.11 Classifies objects conceptually (things that go together)</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p>
<p>3.12 Recognizes patterns and can repeat them (patterning)</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p> <p>I. Notices and recreates simple patterns with objects</p> <p>II. Extends patterns or creates simple patterns of own design</p> <p>III. Creates complex patterns of own design or by copying</p>
<p>3.13 Demonstrates one-to-one correspondence</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>33. Uses one-to-one correspondence</p> <p>I. Matches pairs of objects in one-to-one correspondence</p> <p>II. Places objects in one-to-one correspondence with another set</p> <p>III. Uses one-to-one correspondence as a way to compare two sets</p>
<p>3.14 Demonstrates the ability to order and sequence</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>
<p>3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p>3.16 Demonstrates an understanding of addition and subtraction, using manipulatives</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>

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3.17 Shows understanding of different relationships of objects in space (spatial relations)	Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective
3.18 Shows an awareness of time concepts	Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
3.19 Shows interest in exploring the environment	Chapter 3: “Science,” pp. 142–145 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522, especially “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

Arkansas Early Childhood Education Framework Benchmarks	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
3.22 Makes comparisons (scientific process: comparing)	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Sections in Chapters 11, 12, 14: “Observing, Responding to, and Interacting With Children in the ___ Area” Chapter 11: “Discovery,” pp. 394–399 Chapter 12: “Sand and Water,” pp. 413–418 Chapter 14: “Cooking,” pp. 456–467	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
3.23 Shows awareness of cause-effect relationships	Chapter 3: Physical Science,” pp. 142–143, 145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
3.24 Finds more than one solution to a problem	Chapter 3: “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science; Technology”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems

Arkansas Early Childhood Education Framework Benchmarks	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
3.25 Applies information or experience to a new context (scientific process: applying)	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Interacting With Children in the Discovery Area,” pp. 397–399 Chapter 12: “Interacting With Children in the Sand and Water Area,” pp. 416–418 Chapter 16: “Interacting With Children Outdoors,” pp. 517–520 Section in all Interest Area chapters, especially Chapters 11, 12, 16: “What Children Learn in the ___ Area: Science; Technology”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Arkansas Early Childhood Education Framework Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING: SOCIAL STUDIES		
3.26 Identifies self as a boy or girl 3.27 Identifies self as a member of a specific family and cultural group 3.28 Shows pride in heritage and background	Chapter 1: “Individual Differences,” pp. 27–41, especially “Gender,” pp. 27–28 Chapter 3: “Social Studies,” pp. 146–151 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
3.29 Shows awareness of the roles people play in society	Chapter 3: “Social Studies,” pp. 146–151 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
3.30 Functions as a member of the classroom community	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn

Arkansas Early Childhood Education Framework Benchmarks	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
3.31 Shows awareness of safe behavior	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
3.32 Cares for the environment	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Caring for the Classroom and Children’s Work,” pp. 73–75; “Cleanup at Mealtimes,” pp. 90–91 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment

Arkansas Early Childhood Education Framework Benchmarks	<i>The Creative Curriculum</i> [®] for Preschool	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps
DEVELOPMENTAL LEARNING STRAND 4 — PHYSICAL DEVELOPMENT Physical development promotes good health, nutrition fitness, and fine and gross motor coordination.		
HEALTH AND NUTRITION		
4.1 Identifies body parts and understands their functions	Chapter 1: “Language Development,” p. 22 Chapter 3: “Life Science,” pp. 143–144, 145	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
4.2 Demonstrates health and personal care habits	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
4.3 Tries new foods before deciding whether he/she likes them	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
4.4 Recognizes different types of food 4.5 Shows awareness that some foods are better for your body than others	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason

Arkansas Early Childhood Education Framework Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
FINE MOTOR		
4.6 Coordinates eye and hand movements to complete tasks	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail
4.7 Uses small muscles for self-help skills	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 14: “Cooking,” pp. 443–469	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination
4.8 Uses writing and drawing tools with control and intention	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Stages in Painting and Drawing,” pp. 337–338 Chapter 10: “Developmental Steps in Writing,” pp. 367–369	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
GROSS MOTOR		
4.9 Freely participates in gross motor activities	Chapter 1: “Physical Development: Gross Motor” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control

Arkansas Early Childhood Education Framework Benchmarks	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
4.10 Throws, kicks, bounces, and catches	Chapter 16: “Outdoors,” pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
4.11 Runs, jumps, hops and skips	Chapter 16: “Outdoors,” pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination
4.12 Shows balance and coordination	Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam
4.13 Climbs up and down	Chapter 16: “Outdoors,” pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards

Arkansas Early Childhood Education Framework Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
DEVELOPMENTAL LEARNING STRAND 5 — LANGUAGE Language enhances the development of children in all areas.		
LANGUAGE		
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Library,” pp. 351–379 Chapter 13: “Music and Movement,” pp. 423–441	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar 5.3 Expands vocabulary	Chapter 1: “Language Development,” p. 22 Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
5.4 Recognizes and identifies by name most common objects and pictures	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

Arkansas Early Childhood Education Framework Benchmarks	<i>The Creative Curriculum</i>[®] for Preschool	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
5.5 Participates in songs, finger plays, rhyming activities, and games	Chapter 3: “Phonological Awareness,” p. 128, 132; “Literacy as a Source of Enjoyment,” p. 131, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Music,” p. 153, 155 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375 Chapter 13: “Interacting With Children During Music and Movement Activities,” pp. 434–435	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
5.6 Uses words to communicate ideas and feelings	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Language Development,” p. 22 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88, “Mealtimes,” pp. 89–91 Chapter 4: “Guiding Children’s Learning,” pp. 173–198; “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
5.7 Engages in two-way conversation with children and adults 5.8 Participates in group discussion	Chapter 1: “Language Development,” p. 22 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Mealtimes,” pp. 89–91 Chapter 4: “Guiding Children’s Learning,” pp. 173–198; “Interacting With Children to Promote Learning,” pp. 175–178; “Asking Children Open-Ended Questions,” pp. 177–178; “Working With Groups of Children,” pp. 183–187; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

Arkansas Early Childhood Education Framework Benchmarks	<i>The Creative Curriculum</i>[®] for Preschool	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
5.9 Uses language to problem solve	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
5.10 Follows directions in sequence	Chapter 2: “Transition Times,” pp. 88–89 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps