

**Alignment of the *California Desired Results Developmental Profile—Revised*
With the Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5* and
Related Publications from *The Creative Curriculum® System*:**

- ***The Creative Curriculum® for Preschool***
- ***Literacy: The Creative Curriculum® Approach***
- ***Mathematics: The Creative Curriculum® Approach***
- ***The Creative Curriculum® Study Starters***

The Creative Curriculum for Preschool 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 Creative 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 teachers how to 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 for Ages 3–5* Assessment System.

The Developmental Continuum has 10 goals and 50 objectives. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. 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 Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

Literacy: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

Mathematics: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize mathematics learning opportunities throughout the day.

The Creative Curriculum Study Starters (Vol. 1: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; Vol. 2: *Water Pipes, Exercise, Wheels, Trash, Shadows, and Chairs*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content, while also developing skills in literacy, math, the arts, and technology.

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References

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California DRDP-R: Desired Results, Indicators, Measures and Definitions	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
DESIRED RESULT 1: CHILDREN ARE PERSONALLY AND SOCIALLY COMPETENT		
Indicator: Self Concept (SELF) — Preschoolers show self-awareness and a positive self-concept		
Measure 1: Identity of self Definition: Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings	Chapter 1: “How Children Develop and Learn,” pp. 17–59; “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 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
Measure 2: Recognition of own skills and accomplishments Definition: Child evaluates and takes pleasure in own ability to perform skillfully	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	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174
Indicator: Social Interpersonal Skills (SOC) — Preschoolers demonstrate effective social and interpersonal skills		
Measure 3: Expressions of empathy Definition: Child shows awareness of other’s feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other person’s needs	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	Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”

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<p>Measure 4: Building cooperative relationships with adults Definition: Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving</p>	<p>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 and those who may not</p>	<p>Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108</p>
<p>Measure 5: Developing friendships Definition: Child forms increasingly closer relationships with specific peers, sharing experiences and activities</p>	<p>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</p>	<p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>
<p>Measure 6: Building cooperative play with other children Definition: Child interacts with other children through play that becomes increasingly cooperative and oriented towards a shared purpose</p>	<p>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</p>	<p>Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p>
<p>Measure 7: Conflict negotiation Definition: Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights 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 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</p>	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>
<p>Measure 8: Awareness of diversity in self and others Definition: Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community</p>		<p>Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108</p>

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Indicator: Self Regulation (REG) — Preschoolers demonstrate effective self-regulation in their behavior		
Measure 9: Impulse control Definition: Child develops strategies for regulating responses in increasingly socially appropriate ways	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 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	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Transition Times,” pp. 88–89; “Establishing a Structure for Each Day,” pp. 82–101, especially “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
Measure 10: Taking turns Definition: Child develops increased understanding of taking turns and begins to propose strategies for taking turns	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	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “Observing, Responding to, and Interacting With Individual Children”
Measure 11: Shared use of space and materials Definition: Child develops the ability to share with others and initiates sharing of space and objects	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 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	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “Observing, Responding to, and Interacting With Individual Children”

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Indicator: Language (LANG) — Preschoolers show growing abilities in communication and language		
<p>Measure 12: Comprehends meaning Definition: Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas</p>	<p>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</p> <p>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</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 “Including All Children in the Library Area,” pp. 374–375; “Special Challenges in the Library Area,” p. 375 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77; “Reading Aloud,” pp. 79–90</p> <p>Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275</p> <p>Activities Focused on Vocabulary and Language, and on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

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<p>Measure 13: Follows increasingly complex instructions Definition: Child understands and responds to increasingly complex directions and requests</p>	<p>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</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Chapter 10: “Materials for Listening,” pp. 359; “Skills for Engaging With Books,” pp. 365–366; “Listening for Understanding,” p. 365; “Listening to Tapes With Children,” p. 374 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90</p> <p>Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275</p> <p>Activities Focused on Vocabulary and Language, and on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum[®] Literacy Kit 1: Guided Learning—Listening and Speaking</p>
<p>Measure 14: Expresses self through language Definition: Child uses language to communicate with increasingly complex words and sentences</p>	<p>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</p>	<p>Chapter 1: “English Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teaching English Language Learners,” pp. 181–183 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum[®] Approach Chapter 1: “Vocabulary and Language,” pp. 11–15; Chapter 2: “Adaptations for English Language Learners,” pp. 62–65 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90</p> <p>Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275</p> <p>Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum[®] Literacy Kit 1: Guided Learning—Listening and Speaking</p>

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<p>Measure 15: Uses language in conversation Definition: Child engages in increasingly extended conversations following the appropriate social use of language</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking 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</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Interacting With Children in the ___ Area” Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275 Activities Focused on Vocabulary and Language, and on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</p>
<p>DESIRED RESULT 2: CHILDREN ARE EFFECTIVE LEARNERS</p>		
<p>Indicator: Learning (LRN) — Preschoolers show interest, motivation, and persistence in their approaches to learning</p>		
<p>Measure 16: Curiosity and initiative Definition: Child pursues knowledge or understanding of new materials or activities</p>	<p>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 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</p>	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills: Observing and Exploring,” p. 161 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development;” “Interacting With Children in the ___ Area”</p>
<p>Measure 17: Engagement and persistence Definition: Child persists in understanding and mastering a self-selected activity, even if challenging or difficult</p>	<p>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</p>	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 The Creative Curriculum® Study Starters “What Children Want to Know,” p. 7 “Investigate the Topic,” p. 12 “Sample Investigations,” pp. 14–23</p>

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Indicator: (Cognitive Competence) COG — Preschoolers show cognitive competence and problem-solving skills through play and daily activities		
Measure 18: Memory and knowledge Definition: Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things	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	Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 3: “Process Skills: Connecting; Organizing Information,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198
Measure 19: Cause and effect Definition: Child shows increasing understanding of cause and effect relations	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	Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Process Skills: Observing and Exploring; Connecting; Problem Solving,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development;” “What Children Learn in the ___ Area: Science” <i>The Creative Curriculum</i>[®] Study Starters “What Children Want to Find Out” See especially: <i>Balls, Boxes, Rocks, Wheels, Water Pipes, Shadows, Ants, Flowers</i>
Measure 20: Engages in problem solving Definition: Child shows increasing ability to reason logically or use strategies to solve challenging problems	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 COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations 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	Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills: Problem Solving,” p. 162 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 9: “Art,” pp. 317–349 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Science; The Arts; Technology” <i>Mathematics: The Creative Curriculum</i>[®] Approach Chapter 2: “Problem Solving,” pp. 48–50 <i>The Creative Curriculum</i>[®] Study Starters “What Children Already Know” “What Children Want to Find Out”

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<p>Measure 21: Socio-dramatic play Definition: Child learns to play with others using organized role-playing and symbolic play</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>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</p> <p>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</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Already Know” “What Children Want to Find Out” “Integrate Content Area Learning: Social Studies” See especially: <i>Ants, Buildings, Chairs, Clothes</i></p>
<p>Indicator: Math (MATH)—Preschoolers demonstrate competence in real-life mathematical concepts</p>		
<p>Measure 22: Number sense: Understands quantity and counting Definition: Child uses number names to represent quantities and counts increasingly larger sets of objects</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) 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) 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>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>Mathematics: The Creative Curriculum</i>® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329 Appendix: “Number and Operations Observation Form,” p. 343</p> <p><i>The Creative Curriculum</i>® Math Kit 1: Number, Geometry & Data</p>

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<p>Measure 23: Number sense: Math operations Definition: Child shows increasing ability to add and subtract small quantities of objects</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>33. Uses one-to-one correspondence</p> <ul style="list-style-type: none"> I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) 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) 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>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>Mathematics: The Creative Curriculum</i>® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “Mathematics Learning in Interest Areas,” pp. 109–167, especially “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329 Appendix: “Number and Operations Observation Form,” p. 343</p> <p><i>The Creative Curriculum</i>® Math Kit 1: Number, Geometry & Data</p>
<p>Measure 24: Shapes Definition: Child shows increasing knowledge of shapes and their characteristics</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315</p> <p><i>Mathematics: The Creative Curriculum</i>® Approach Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–331 Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p> <p><i>The Creative Curriculum</i>® Math Kit 1: Number, Geometry & Data</p>

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<p>Measure 25: Time Definition: Child understands and uses time-related vocabulary for routine actions, sequences, and durations of events</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 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</p>	<p>Chapter 2: “Daily Events,” pp. 82–92; “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141; “People and the Past,” p. 149, 151 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 3: “Integrating Mathematics Throughout the Day,” pp. 72–78 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333</p> <p>The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>
<p>Measure 26: Classification Definition: Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute</p>	<p>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 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 How Interest Areas Promote Cognitive Development: Chapter 6, Blocks: pp. 243–245 Chapter 8, Toys and Games: pp. 295–297 Chapter 11, Discovery: pp. 381–383 Chapter 12, Sand and Water: pp. 403–405 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Reasoning,” pp. 51–55 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337</p> <p>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</p>

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<p>Measure 27: Measurement Definition: Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties</p>	<p>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</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333</p> <p>The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>
<p>Measure 28: Patterning Definition: Child shows increasing ability to recognize, reproduce, and create patterns of varying complexity</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Music and Movement Area,” pp. 148–151 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335</p> <p>The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>

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Indicator: Literacy (LIT) — Preschoolers demonstrate emerging literacy skills		
<p>Measure 29: Interest in literacy Definition: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> 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 <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> 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 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107</p> <p>Scope and Sequence for Language and Literacy: Written Language: Reading: “Motivation for Reading,” p. 280 “Comprehension,” p. 284</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p> <p>The Creative Curriculum® Literacy Kit 3: Independent Explorations—Library</p> <p>The Creative Curriculum® Literacy Kit 4: Independent Explorations—Interest Areas</p>
<p>Measure 30: Letter and word knowledge Definition: Child shows increasing awareness of symbols, letters, and words in the environment and their relationship to sound</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <ol style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Letters and Words,” pp. 28–32</p> <p>Chapter 2: “Meeting the Needs of All Children,” pp. 58–65</p> <p>Scope & Sequence for Language and Literacy Written Language: Reading “Concepts of Books,” p. 281 “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>

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<p>Measure 31: Emerging writing Definition: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning</p>	<p>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 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</p>	<p>Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” <i>Literacy: The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Chapter 4: “Developmental Steps in Writing,” pp. 137–138 Scope & Sequence for Language and Literacy Written Language: Writing “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285 <i>The Creative Curriculum</i>® Literacy Kit 2: Guided Learning—Reading and Writing</p>
<p>Measure 32: Concepts of print Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p>	<p>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 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</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” <i>Literacy: The Creative Curriculum</i>® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Chapter 3: “Reading Aloud,” pp. 79–90; “Studies: Using Literacy to Learn,” pp. 127–131 Scope & Sequence for Language and Literacy Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284 <i>The Creative Curriculum</i>® Literacy Kit 2: Guided Learning—Reading and Writing <i>The Creative Curriculum</i>® Literacy Kit 3: Independent Explorations—Library <i>The Creative Curriculum</i>® Literacy Kit 4: Independent Explorations—Interest Areas</p>

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<p>Measure 33: Phonological awareness Definition: Child shows awareness of the sounds that make up language, including the segmentation of sounds in words, and recognition of word rhyming and alliteration</p>	<p>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</p>	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132 Section in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy Oral Language: Phonological Awareness “Listening,” p. 276 “Rhyming,” p. 276 “Alliteration,” p. 277 “Sentences and Words,” p. 278 “Syllables,” p. 278 “Onset and Rime,” p. 279 “Phonemic Awareness,” p. 279</p> <p><i>The Creative Curriculum</i>® Literacy Kit 2: Guided Learning—Reading and Writing</p>

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DESIRED RESULT 3: CHILDREN SHOW PHYSICAL AND MOTOR COMPETENCE		
Indicator: Motor Skills (MOT) — Preschoolers demonstrate an increased proficiency in motor skills		
<p>Measure 34: Gross motor movement Definition: Child refines the ability to move in a coordinated way using large muscles (arms and legs)</p>	<p>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 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 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 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</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>

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<p>Measure 35: Fine motor skills Definition: Child refines the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities</p>	<p>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 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 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</p>	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472</p>
<p>Measure 36: Balance Definition: Child refines the ability to balance self in space</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor 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</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
<p>DESIRED RESULT 4: CHILDREN ARE SAFE AND HEALTHY</p>		
<p>Indicator: Safety and Health (SH) — Preschoolers show an emerging awareness and practice of safe and healthy behavior</p>		
<p>Measure 37: Personal care routines Definition: Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection</p>	<p>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</p>	<p>Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “The Daily Schedule,” pp. 92–97</p>

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<p>Measure 38: Personal safety Definition: Child shows increasing awareness of safety practices that minimize risk and support healthy growth</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> 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 <p>9. Follows classroom rules</p> <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 	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 11: “Take-Aparts and Safety,” p. 390</p> <p>Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452</p> <p>Chapter 16: “Playground Structures,” pp. 505–508; “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518</p>
<p>Measure 39: Understanding healthy lifestyle Definition: Child shows increasing independence in making healthy life choices</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> 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 	<p>Chapter 2: “Mealtimes,” pp. 89–91; “Cleanup at Mealtimes,” pp. 90–91; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 16: “Playground Structures,” pp. 505–508; “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518</p> <p><i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise, Balls</i></p>