

**Alignment of the *California Preschool Learning Foundations*
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.

The English-Language Development section of the *California Preschool Learning Foundations* is aligned with the publications in *The Creative Curriculum* System. Because the *California Preschool Learning Foundations* do not address Physical Development, the physical objectives of *The Creative Curriculum* are not included in this alignment.

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References

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California Preschool Learning Foundations Domains, Strands, and Sub-Strands	The Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and related publications
DOMAIN: SOCIAL/EMOTIONAL		
<p>How <i>The Creative Curriculum® for Preschool</i> and related publications discuss working with children with disabilities:</p> <p><i>The Creative Curriculum® for Preschool</i> Chapter 1: “Children With Disabilities,” pp. 36–38 Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72</p>		
Strand: Self		
<p>1.0 Self-Awareness <i>At around 48 months of age:</i> 1.1 Describe their physical characteristics, behavior, and abilities positively. <i>At around 60 months of age:</i> 1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p>		<p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p>
<p>2.0 Self-Regulation <i>At around 48 months of age:</i> 2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control. <i>At around 60 months of age:</i> 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p>	<p>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 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—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 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</p>	<p>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: “Displaying and Labeling Materials,” pp. 65–67; “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97 Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Helping Children to Regain Control,” pp. 121–122 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>

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<p>3.0 Social and Emotional Understanding <i>At around 48 months of age:</i> 3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p><i>At around 60 months of age:</i> 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p>	<p>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</p>	<p>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”</p>
<p>4.0 Empathy and Caring <i>At around 48 months of age:</i> 4.1 Demonstrate concern for the needs of others and people in distress.</p> <p><i>At around 60 months of age:</i> 4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p>	<p>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</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Coaching Children on How to Be Assertive,” p. 120 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>
<p>5.0 Initiative in Learning <i>At around 48 months of age:</i> 5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p> <p><i>At around 60 months of age:</i> 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	<p>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</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</p> <p><i>The Creative Curriculum® Study Starters</i> “What Children Want to Know,” p. 7 “Investigate the Topic,” p. 12 “Sample Investigations,” pp. 14–23</p>

California Preschool Learning Foundations Domains, Strands, and Sub-Strands	The Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and related publications
Strand: Social Interaction		
<p>1.0 Interactions with Familiar Adults <i>At around 48 months of age:</i> 1.1 Interact with familiar adults comfortably and competently, especially in familiar settings. <i>At around 60 months of age:</i> 1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</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: “Creating a Classroom Community,” pp. 102–122; “Building a Relationship With Each Child,” pp. 103–105; “Promoting Positive Relationships in the Classroom,” pp. 102–108</p>
<p>2.0 Interactions with Peers <i>At around 48 months of age:</i> 2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts. 2.2 Participate in simple sequences of pretend play. 2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression. <i>At around 60 months of age:</i> 2.1 More actively and intentionally cooperate with each other. 2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation. 2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</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 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 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 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</p>	<p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “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 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>
<p>3.0 Group Participation <i>At around 48 months of age:</i> 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles. <i>At around 60 months of age:</i> 3.1 Participate positively and cooperatively as group members.</p>	<p>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</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Places for Storage,” pp. 69–70; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p>

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<p>4.0 Cooperation and Responsibility <i>At around 48 months of age:</i></p> <p>4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months of age:</i></p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p style="padding-left: 20px;">I. Chooses and becomes involved in one activity out of several options</p> <p style="padding-left: 20px;">II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p style="padding-left: 20px;">III. Carves out and completes own task without adult assistance</p> <p>7. Respects and cares for classroom environment and materials</p> <p style="padding-left: 20px;">I. Uses materials in appropriate ways</p> <p style="padding-left: 20px;">II. Puts away used materials before starting another activity</p> <p style="padding-left: 20px;">III. Begins to take responsibility for care of the classroom environment</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Places for Storage,” pp. 69–70; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p>
<p>Strand: Relationships</p>		
<p>1.0 Attachments to Parents <i>At around 48 months of age:</i></p> <p>1.1 Seek security and support from their primary family attachment figures.</p> <p>1.2 Contribute to maintaining positive relationships with their primary family attachment figures.</p> <p>1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher’s assistance.</p> <p><i>At around 60 months of age:</i></p> <p>1.1 Take greater initiative in seeking support from their primary family attachment figures.</p> <p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p> <p>1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <p style="padding-left: 20px;">I. Treats arrival and departure as routine parts of the day</p> <p style="padding-left: 20px;">II. Accepts changes in daily schedules and routines</p> <p style="padding-left: 20px;">III. Functions with increasing independence in school</p>	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>

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<p>2.0 Close Relationships with Teachers and Caregivers <i>At around 48 months of age:</i> 2.1 Seek security and support from their primary teachers and caregivers. 2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.</p> <p><i>At around 60 months of age:</i> 2.1 Take greater initiative in seeking the support of their primary teachers and caregivers. 2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.</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: “Creating a Classroom Community,” pp. 102–122; “Building a Relationship With Each Child,” pp. 103–105; “Promoting Positive Relationships in the Classroom,” pp. 102–108 Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>
<p>3.0 Friendships <i>At around 48 months of age:</i> 3.1 Choose to play with one or two special peers whom they identify as friends.</p> <p><i>At around 60 months of age:</i> 3.1 Friendships are more reciprocal, exclusive, and enduring.</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 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</p>	<p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “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 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>

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DOMAIN: LANGUAGE AND LITERACY		
<p>How <i>The Creative Curriculum® for Preschool</i> and related publications discuss working with children with disabilities: <i>The Creative Curriculum® for Preschool</i> Chapter 4: “Teaching Children With Disabilities,” pp. 180–181 Chapter 10: “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375</p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 2: “Adaptations for Children With Disabilities,” pp. 59–61 Chapter 4: “Special Challenges in the Library Area,” pp. 142–143</p>		
Strand: Listening and Speaking		
<p>1.0 Language Use and Conventions <i>At around 48 months of age:</i> Children understand and use language to communicate with others effectively.</p> <p>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</p> <p>1.2 Speak clearly enough to be understood by familiar adults and children.</p> <p>1.3 Use accepted language and style during communication with familiar adults and children.</p> <p>1.4 Use language to construct short narratives that are real or fictional.</p> <p><i>At around 60 months of age:</i> Children extend their understanding and usage of language to communicate with others effectively.</p> <p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p> <p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p> <p>1.4 Use language to construct extended narratives that are real or fictional.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teacher-Directed Learning,” pp. 174–175; “Teaching Second Language Learners,” pp. 181–183 Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Interacting With Children in the ___ Area”</p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 1: “Vocabulary and Language,” pp. 11–15 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><i>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</i></p>

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<p>2.0 Vocabulary <i>At around 48 months of age:</i> Children develop age-appropriate vocabulary.</p> <p>2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p> <p>2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.</p> <p>2.3 Understand and use simple words that describe the relations between objects.</p> <p><i>At around 60 months of age:</i> Children develop age-appropriate vocabulary.</p> <p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p> <p>2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p> <p>2.3 Understand and use both simple and complex words that describe the relations between objects.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Interacting With Children in the ___ Area;” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90 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: 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>3.0 Grammar <i>At around 48 months of age:</i> Children develop age-appropriate grammar.</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p> <p><i>At around 60 months of age:</i> Children develop age-appropriate grammar.</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p style="padding-left: 20px;">I. Uses simple sentences (3–4 words) to express wants and needs</p> <p style="padding-left: 20px;">II. Uses longer sentences (5–6 words) to communicate</p> <p style="padding-left: 20px;">III. Uses more complex sentences to express ideas and feelings</p> <p>40. Understands and follows oral directions</p> <p style="padding-left: 20px;">I. Follows one-step directions</p> <p style="padding-left: 20px;">II. Follows two-step directions</p> <p style="padding-left: 20px;">III. Follows directions with more than two steps</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope and Sequence for Language and Literacy: “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>Strand: Reading</p> <p>1.0 Concepts about Print <i>At around 48 months of age:</i> Children begin to recognize print conventions and understand that print carries meaning.</p> <p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions. 1.2 Recognize print as something that can be read.</p> <p><i>At around 60 months of age:</i> Children recognize print conventions and understand that print carries specific meaning.</p> <p>1.1 Display appropriate book-handling behaviors and knowledge of print conventions. 1.2 Understand that print is something that is read and has specific meaning.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>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</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Recognizing That Written Words Are Symbols,” p. 366</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Scope and Sequence for Language and Literacy: “Concepts of Books,” p. 281; “Print Concepts,” p. 282 “Print and Book Concepts Observation Form,” p. 291 Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>
<p>2.0 Phonological Awareness <i>At around 48 months of age:</i> [no sub-strands indicated for this age]</p> <p><i>At around 60 months of age:</i> Children develop age-appropriate phonological awareness.</p> <p>2.1 Orally blend and delete words and syllables without the support of pictures or objects. 2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <p>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,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy: “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 “Phonological Awareness Observation Form,” p. 292 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>

<i>California Preschool Learning Foundations Domains, Strands, and Sub-Strands</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and related publications</i>
<p>3.0 Alphabets and Word/Print Recognition <i>At around 48 months of age:</i> Children begin to recognize letters of the alphabet. 3.1 Recognize the first letter of own name. 3.2 Match some letter names to their printed form.</p> <p><i>At around 60 months of age:</i> Children extend their recognition of letters of the alphabet. 3.1 Recognize own name or other common words in print. 3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form. 3.3 Begin to recognize that letters have sounds.</p>	<p>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</p>	<p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 1: “Letters and Words,” pp. 28–32 Scope and Sequence for Language and Literacy: “Alphabet and Word Knowledge,” p. 283 Activities Focused on Letters and Words: see “Activity Matrix,” p. 273, and Activities pp. 192–267 “Alphabet Knowledge Observation Form,” p. 290</p> <p><i>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</i></p>

<i>California Preschool Learning Foundations Domains, Strands, and Sub-Strands</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and related publications</i>
<p>4.0 Comprehension and Analysis of Age-Appropriate Text <i>At around 48 months of age:</i> Children demonstrate understanding of age-appropriate text read aloud.</p> <p>4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p> <p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p> <p><i>At around 60 months of age:</i> Children demonstrate understanding of age-appropriate text read aloud.</p> <p>4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.</p> <p>4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “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: “Library,” pp. 351–379; especially “Skills for Engaging With Books,” pp. 365–366; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “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</p> <p>Scope & Sequence for Language and Literacy: Written Language: Reading: “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Comprehension,” p. 284</p> <p>“Print and Book Concepts Observation Form,” p. 291</p> <p>Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267</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>

<i>California Preschool Learning Foundations Domains, Strands, and Sub-Strands</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and related publications</i>
<p>5.0 Literacy Interest and Response <i>At around 48 months of age:</i> Children demonstrate motivation for literacy activities.</p> <p>5.1 Demonstrate enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in routines associated with literacy activities.</p> <p><i>At around 60 months of age:</i> Children demonstrate motivation for a broad range of literacy activities.</p> <p>5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in more complex routines associated with literacy activities.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100</p> <p>Scope and Sequence for Language and Literacy:</p> <p>“Motivation for Reading,” p. 280</p> <p>Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267</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>
Strand: Writing		
<p>1.0 Writing Strategies <i>At around 48 months of age:</i> Children demonstrate emergent writing skills.</p> <p>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</p> <p>1.2 Write using scribbles that are different from pictures.</p> <p>1.3 Write marks to represent own name.</p> <p><i>At around 60 months of age:</i> Children demonstrate increasing emergent writing skills.</p> <p>1.1 Adjust grasp and body position for increased control in drawing and writing.</p> <p>1.2 Write letters or letter-like shapes to represent words or ideas.</p> <p>1.3 Write first name nearly correctly.</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <p>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</p> <p>II. Makes several basic strokes or figures; draws some recognizable objects</p> <p>III. Copies and draws simple shapes, letters, and words including name</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing</p> <p>I. Imitates act of writing in play</p> <p>II. Understands there is a way to write that conveys meaning</p> <p>III. Writes to convey meaning</p> <p>50. Writes letters and words</p> <p>I. Uses scribble writing and letter-like forms</p> <p>II. Writes recognizable letters, especially those in own name</p> <p>III. Uses letters that represent sounds in writing words</p>	<p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Writing,” pp. 109–119; “Playing: Children’s Work,” pp. 120–126</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope and Sequence for Language and Literacy:</p> <p>“Purposes of Writing,” p. 285; “Writing Mechanics,” p. 285</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>

California Preschool Learning Foundations (PLF) Domain and Focus	<i>The Creative Curriculum</i> ® for Preschool and related publications
DOMAIN: ENGLISH-LANGUAGE DEVELOPMENT	
	<p>How <i>The Creative Curriculum</i>® for Preschool and related publications discuss working with children with disabilities:</p> <p><i>The Creative Curriculum</i>® for Preschool Chapter 4: “Teaching Children With Disabilities,” pp. 180–181 Chapter 10: “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375</p> <p><i>Literacy: The Creative Curriculum</i>® Approach Chapter 2: “Adaptations for Children With Disabilities,” pp. 59–61 Chapter 4: “Special Challenges in the Library Area,” pp. 142–143</p>
LISTENING	
1.0 CHILDREN LISTEN WITH UNDERSTANDING.	
Focus: Beginning words	
<p><i>Beginning</i> 1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <p><i>Middle</i> 1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</p> <p><i>Later</i> 1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373; “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><i>Literacy: The Creative Curriculum</i>® 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 Chapter 4: “Literacy in the Dramatic Play Area,” pp. 148–152; “The Library Area as the Hub of Literacy Activity,” pp. 134–143</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><i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

California Preschool Learning Foundations (PLF) Domain and Focus	<i>The Creative Curriculum</i> ® for Preschool and related publications
<p>Focus: Requests and directions</p> <p><i>Beginning</i> 1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p> <p><i>Middle</i> 1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</p> <p><i>Later</i> 1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Observing and Responding to Individual Children;” “Interacting With Children in the ___ Area”</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 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: 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>Focus: Basic and advanced concepts</p> <p><i>Beginning</i> 1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 1.3 Begin to demonstrate an understanding of words in English related to basic concepts.</p> <p><i>Later</i> 1.3 Demonstrate an understanding of words in English related to more advanced concepts.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teacher-Directed Learning,” pp. 174–175; “Teaching Second Language Learners,” pp. 181–183 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Observing and Responding to Individual Children;” “Interacting With Children in the ___ Area”</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 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: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

California Preschool Learning Foundations (PLF) Domain and Focus	<i>The Creative Curriculum</i> ® for Preschool and related publications
SPEAKING	
1.0 Children use nonverbal and verbal strategies to communicate with others.	
Focus: Communication of needs	
<p><i>Beginning</i></p> <p>1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</p> <p><i>Middle</i></p> <p>1.1 Combine nonverbal and some verbal communication to be understood by others (may codeswitch—that is, use the home language and English—and use telegraphic and/or formulaic speech).</p> <p><i>Later</i></p> <p>1.1 Show increasing reliance on verbal communication in English to be understood by others. Children use nonverbal and verbal strategies to communicate with others.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teacher-Directed Learning,” pp. 174–175; “Teaching Second Language Learners,” pp. 181–183 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Reading Books to Children,” p. 370–373 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 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90 Chapter 4: “Literacy in the Dramatic Play Area,” pp. 148–152 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: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</p>
Focus: Vocabulary production	
<p><i>Beginning</i></p> <p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p> <p><i>Middle</i></p> <p>1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p> <p><i>Later</i></p> <p>1.2 Use new English vocabulary to share knowledge of concepts.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Interacting With Children in the ___ Area;” “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90 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: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</p>

California Preschool Learning Foundations (PLF) Domain and Focus	<i>The Creative Curriculum</i> ® for Preschool and related publications
<p>Focus: Conversation</p> <p><i>Beginning</i> 1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p> <p><i>Later</i> 1.3 Sustain a conversation in English about a variety of topics.</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”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 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 Activities Focused 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>Focus: Utterance length and complexity</p> <p><i>Beginning</i> 1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 1.4 Use two- and three-word utterances in English to communicate.</p> <p><i>Later</i> 1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</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”</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 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 Activities Focused 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>Focus: Grammar</p> <p><i>Beginning</i> 1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.</p> <p><i>Later</i> 1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “What Children Learn in the ___ Area: Literacy;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy: “Self-Expression,” p. 275 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>

California Preschool Learning Foundations (PLF) Domain and Focus	The Creative Curriculum® for Preschool and related publications
<p>Focus: Inquiry</p> <p><i>Beginning</i> 1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 1.6 Begin to use “what” and “why” questions in English, sometimes with errors.</p> <p><i>Later</i> 1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “What Children Learn in the ___ Area: Literacy;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy: “Self-Expression,” p. 275 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>
<p>2.0 Children begin to understand and use social conventions in English.</p>	
<p>Focus: Social conventions</p> <p><i>Beginning</i> 2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 2.1 Demonstrate a beginning understanding of English social conventions.</p> <p><i>Later</i> 2.1 Appropriately use words and tone of voice associated with social conventions in English.</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “What Children Learn in the ___ Area: Literacy;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Chapter 4: “Literacy in the Dramatic Play Area,” pp. 148–152 Scope and Sequence for Language and Literacy: “Self-Expression,” p. 275 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>

California Preschool Learning Foundations (PLF) Domain and Focus	<i>The Creative Curriculum</i> ® for Preschool and related publications
3.0 Children use language to create oral narratives about their personal experiences.	
Focus: Narrative development	
<p><i>Beginning</i></p> <p>3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i></p> <p>3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).</p> <p><i>Later</i></p> <p>3.1 Produce simple narratives in English that are real or fictional.</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 10: “Story Retelling,” pp. 101–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “What Children Learn in the ___ Area: Literacy;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy: “Self-Expression,” p. 275 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p><i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking</p>
READING	
1.0 Children demonstrate an appreciation and enjoyment of reading and literature.	
Focus: Participate in read-aloud activity	
<p><i>Beginning</i></p> <p>1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p> <p><i>Middle</i></p> <p>1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</p> <p><i>Later</i></p> <p>1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143 Scope and Sequence for Language and Literacy: “Motivation for Reading,” p. 280 Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p><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>

California Preschool Learning Foundations (PLF) Domain and Focus	<i>The Creative Curriculum</i> ® for Preschool and related publications
<p>Focus: Interest in books and learning</p> <p><i>Beginning</i> 1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p> <p><i>Middle</i> 1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</p> <p><i>Later</i> 1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</p>	<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 Chapter 10: “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374; “Interacting With Children in the Library Area,” pp. 370–375</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy: Written Language: Reading: “Motivation for Reading,” p. 280 “Comprehension,” p. 284</p> <p>Activities Focused on Comprehension and Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p><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>
<p>2.0 Children show an increasing understanding of book reading.</p>	
<p>Focus: Personal connections to the story</p> <p><i>Beginning</i> 2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p> <p><i>Later</i> 2.1 Begin to engage in extended conversations in English about stories.</p>	<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 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy: Written Language: Reading: “Motivation for Reading,” p. 280 “Comprehension,” p. 284</p> <p>Activities Focused on Comprehension and Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p><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>

California Preschool Learning Foundations (PLF) Domain and Focus	The Creative Curriculum® for Preschool and related publications
Focus: Story structure	
<p><i>Beginning</i> 2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Middle</i> 2.2 Retell a story using the home language and some English when read or told a story in English.</p> <p><i>Later</i> 2.2 Retell in English the majority of a story read or told in English.</p>	<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 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy: Written Language: Reading: “Motivation for Reading,” p. 280 “Comprehension,” p. 284</p> <p>Activities Focused on Comprehension and Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing The Creative Curriculum® Literacy Kit 3: Independent Explorations—Library The Creative Curriculum® Literacy Kit 4: Independent Explorations—Interest Areas</p>
3.0 Children demonstrate an understanding of print conventions.	
Focus: Book handling	
<p><i>Beginning</i> 3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p> <p><i>Middle</i> 3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p> <p><i>Later</i> 3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</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”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Chapter 3: “Reading Aloud,” pp. 79–90; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p>Scope & Sequence for Language and Literacy Written Language: Reading “Concepts of Books,” p. 281 “Print Concepts,” p. 282</p> <p>Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing The Creative Curriculum® Literacy Kit 3: Independent Explorations—Library The Creative Curriculum® Literacy Kit 4: Independent Explorations—Interest Areas</p>

California Preschool Learning Foundations (PLF) Domain and Focus	<i>The Creative Curriculum</i> ® for Preschool and related publications
4.0 Children demonstrate awareness that print carries meaning.	
Focus: Environmental print	
<p><i>Beginning</i></p> <p>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p> <p><i>Middle</i></p> <p>4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p> <p><i>Later</i></p> <p>4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</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” Literacy: The Creative Curriculum® 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 Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267 The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing The Creative Curriculum® Literacy Kit 3: Independent Explorations—Library The Creative Curriculum® Literacy Kit 4: Independent Explorations—Interest Areas</p>
5.0 Children demonstrate progress in their knowledge of the alphabet in English.	
Focus: Letter awareness	
<p><i>Beginning</i></p> <p>5.1 Interact with material representing the letters of the English alphabet.</p> <p><i>Middle</i></p> <p>5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</p> <p><i>Later</i></p> <p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Scope and Sequence for Language and Literacy: “Alphabet and Word Knowledge,” p. 283 Activities Focused on Letters and Words: see “Activity Matrix,” p. 273, and Activities pp. 192–267 “Alphabet Knowledge Observation Form,” p. 290 The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>

California Preschool Learning Foundations (PLF) Domain and Focus	The Creative Curriculum® for Preschool and related publications
<p>Focus: Letter recognition</p> <p><i>Beginning</i> 5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p> <p><i>Middle</i> 5.2 Identify some letters of the alphabet in English.</p> <p><i>Later</i> 5.2 Identify ten or more letters of the alphabet in English.</p>	<p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Scope and Sequence for Language and Literacy: “Alphabet and Word Knowledge,” p. 283 Activities Focused on Letters and Words: see “Activity Matrix,” p. 273, and Activities pp. 192–267 “Alphabet Knowledge Observation Form,” p. 290</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>
<p>6.0 Children demonstrate phonological awareness.</p>	
<p>Focus: Rhyming</p> <p><i>Beginning</i> 6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p><i>Middle</i> 6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p><i>Later</i> 6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p>	<p>Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy: “Listening,” p. 276; “Rhyming,” p. 276 “Phonological Awareness Observation Form,” p. 292 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>
<p>Focus: Onset (initial sound)</p> <p><i>Beginning</i> 6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p> <p><i>Middle</i> 6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p> <p><i>Later</i> 6.2 Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p>Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy: “Listening,” p. 276 “Alliteration,” p. 277 “Sentences and Words,” p. 278 “Onset and Rime,” p. 279 “Phonological Awareness Observation Form,” p. 292 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>

California Preschool Learning Foundations (PLF) Domain and Focus	The Creative Curriculum® for Preschool and related publications
Focus: Sound differences in the home language and English	
<p><i>Beginning</i> 6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</p> <p><i>Middle</i> 6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p> <p><i>Later</i> 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<p>Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21</p> <p>Scope and Sequence for Language and Literacy: “Listening,” p. 276 “Sentences and Words,” p. 278 “Syllables,” p. 278 “Phonemic Awareness,” p. 279</p> <p>“Phonological Awareness Observation Form,” p. 292 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>
WRITING	
1.0 Children use writing to communicate their ideas.	
Focus: Writing as communication	
<p><i>Beginning</i> 1.1 Begin to understand that writing can be used to communicate.</p> <p><i>Middle</i> 1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.</p> <p><i>Later</i> 1.1 Develop an increasing understanding that what is said in English can be written down and read by others.</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”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Chapter 4: “Developmental Steps in Writing,” pp. 137–138</p> <p>Scope & Sequence for Language and Literacy Written Language: Writing “Purposes of Writing,” p. 285</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>
Focus: Writing to represent words or ideas	
<p><i>Beginning</i> 1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <p><i>Middle</i> 1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</p> <p><i>Later</i> 1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190; “Developmental Steps in Writing,” pp. 137–138</p> <p>Scope and Sequence for Language and Literacy: “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>

<i>California Preschool Learning Foundations (PLF) Domain and Focus</i>	<i>The Creative Curriculum® for Preschool and related publications</i>
<p>Focus: Writing their name</p> <p><i>Beginning</i> 1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p> <p><i>Middle</i> 1.3 Attempt to copy their own name in English or in the writing system of their home language.</p> <p><i>Later</i> 1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: <i>The Creative Curriculum® Approach</i> Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190; “Developmental Steps in Writing,” pp. 137–138</p> <p>Scope and Sequence for Language and Literacy: “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285</p> <p><i>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</i></p>

California Preschool Learning Foundations Domains, Strands, and Sub-Strands	The Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and related publications
DOMAIN: MATHEMATICS		
	<p>How <i>The Creative Curriculum® for Preschool</i> and related publications discuss working with children with disabilities: <i>The Creative Curriculum® for Preschool</i> Chapter 4: “Teaching Children With Disabilities,” pp. 180–181</p> <p><i>Mathematics: The Creative Curriculum® Approach</i> Chapter 3: “Supporting Children With Disabilities,” pp. 105–107</p>	
Strand: Number Sense		
<p><i>At around 48 months of age:</i> 1.0 Children begin to understand numbers and quantities in their everyday environment.</p> <p>1.1 Recite numbers in order to ten with increasing accuracy. 1.2 Begin to recognize and name a few written numerals. 1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize). 1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. 1.5 Use the number name of the last object counted to answer the question, “How many . . . ?”</p> <p><i>At around 60 months of age:</i> 1.0 Children expand their understanding of numbers and quantities in their everyday environment.</p> <p>1.1 Recite numbers in order to twenty with increasing accuracy. 1.2 Recognize and know the name of some written numerals. 1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize). 1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. 1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</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 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> <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) 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; “Data Collection, Organization, and Representation,” pp. 138–139, 141 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® Approach</i> Chapter 1: “Number and Operations,” pp. 7–14; “Data Analysis,” pp. 39–45 Chapter 2: “Problem Solving,” pp. 48–50 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343</p> <p>Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337</p> <p><i>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</i></p>

<i>California Preschool Learning Foundations Domains, Strands, and Sub-Strands</i>	<i>The Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and related publications</i>
<p><i>At around 48 months of age:</i> 2.0 Children begin to understand number relationships and operations in their everyday environment. 2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.” 2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group. 2.3 Understand that putting two groups of objects together will make a bigger group. 2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p> <p><i>At around 60 months of age:</i> 2.0 Children expand their understanding of number relationships and operations in their everyday environment. 2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”). 2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one. 2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence 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 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; “Data Collection, Organization, and Representation,” pp. 138–139, 141 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® Approach</i> Chapter 1: “Number and Operations,” pp. 7–14; “Data Analysis,” pp. 39–45 Chapter 2: “Problem Solving,” pp. 48–50 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343</p> <p>Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329</p> <p><i>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</i></p>

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Strand: Algebra and Functions (Classification & Patterning)		
<p><i>At around 48 months of age:</i> 1.0 Children begin to sort and classify objects in their everyday environment. 1.1 Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.</p> <p><i>At around 60 months of age:</i> 1.0 Children expand their understanding of sorting and classifying objects in their everyday environment. 1.1 Sort and classify objects by <i>one or more</i> attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another 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 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 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; “Connections,” pp. 59–62 Chapter 3: “Studies,” pp. 95–99 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Discovery Area,” pp. 138–142 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337</p>
<p><i>At around 48 months of age:</i> 2.0 Children begin to recognize simple, repeating patterns. 2.1 Begin to identify or recognize a simple repeating pattern. 2.2 Attempt to create a simple repeating pattern or participate in making one.</p> <p><i>At around 60 months of age:</i> 2.0 Children expand their understanding of simple, repeating patterns. 2.1 Recognize and duplicate simple repeating patterns. 2.2 Begin to extend and create simple repeating patterns.</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 2: “Reasoning,” pp. 51–55; “Communication,” pp. 56–58; “Connections,” pp. 59–62 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 1: Number, Geometry & Data</p>

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<p>Strand: Measurement</p> <p><i>At around 48 months of age:</i> 1.0 Children begin to compare and order objects. 1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length. 1.2 Order three objects by size.</p> <p><i>At around 60 months of age:</i> 1.0 Children expand their understanding of comparing, ordering, and measuring objects. 1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object). 1.2 Order four or more objects by size. 1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>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>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>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 3: “Measurement,” pp. 137–138, 141; “Process Skills,” pp. 161–162; “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 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; “Data Analysis,” pp. 39–45 Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Communication,” pp. 56–58; “Representation,” pp. 63–65 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; “Mathematics in the Cooking Area,” pp. 152–156</p> <p>Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333 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 The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>

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<p>Strand: Geometry</p> <p><i>At around 48 months of age:</i> 1.0 Children begin to identify and use common shapes in their everyday environment. 1.1 Identify simple two-dimensional shapes, such as a circle and square. 1.2 Use individual shapes to represent different elements of a picture or design.</p> <p><i>At around 60 months of age:</i> 1.0 Children identify and use a variety of shapes in their everyday environment. 1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes. 1.2 Combine different shapes to create a picture or design.</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</p> <p>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</p>	<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 Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 2: “Reasoning,” pp. 51–55; “Representation,” pp. 63–65 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 Art Area,” pp. 129–132; “Mathematics in the Discovery Area,” pp. 138–142 Appendix: “Geometry and Spatial Sense Observation Form,” p. 344 Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–331</p> <p>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</p>

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<p><i>At around 48 months of age:</i> 2.0 Children begin to understand positions in space. 2.1 Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside.</p> <p><i>At around 60 months of age:</i> 2.0 Children expand their understanding of positions in space. 2.1 Identify positions of objects and people in space, including in/on/under, up/ down, inside/outside, beside/between, and in front/behind.</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>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 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: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 2: “Reasoning,” pp. 51–55; “Representation,” pp. 63–65 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 Art Area,” pp. 129–132; “Mathematics in the Discovery Area,” pp. 138–142 Appendix: “Geometry and Spatial Sense Observation Form,” p. 344 Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–331</p> <p>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</p>

California Preschool Learning Foundations Domains, Strands, and Sub-Strands	The Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and related publications
<p>Strand: Math Reasoning</p> <p><i>At around 48 months of age:</i> 1.0 Children use mathematical thinking to solve problems that arise in their everyday environment. 1.1 Begin to apply simple mathematical strategies to solve problems in their environment.</p> <p><i>At around 60 months of age:</i> 1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment. 1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>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</p> <p>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</p> <p>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</p> <p>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 3: “Mathematics,” pp. 134–141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Communication,” pp. 56–58; “Connections,” pp. 59–62; “Representation,” pp. 63–65 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 Art Area,” pp. 129–132; “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147</p> <p>Activities Focused on Number and Operations, Geometry and Spatial Sense, Measurement, Patterns (Algebra), and Data Analysis: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Number and Operations, Geometry and Spatial Sense, Measurement, Patterns (Algebra), and Data Analysis: pp. 328–337</p> <p>The Creative Curriculum® Math Kit 1: Number, Geometry & Data The Creative Curriculum® Math Kit: 2: Patterns & Measurement</p>