

## Alignment of *The Connecticut Framework: Preschool Curricular Goals and Benchmarks* With the Content of *The Creative Curriculum*® for Preschool and the Goals and Objectives of *The Developmental Continuum for Ages 3–5*

*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, create a classroom community, and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s overall social/emotional, physical, cognitive, and language development. By discussing children’s work and play in eleven Interest Areas—Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, and Outdoors—the Curriculum emphasizes that children can learn in many different settings and through diverse activities. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System.

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

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### References

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- Teaching Strategies, Inc. (2005, 2006). *The Creative Curriculum*® Study Starters: A Step-By-Step Guide to Project-Based Investigations in Science and Social Studies. (Vol. 1, 2005: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, Balls*; Vol. 2, 2006: *Chairs and Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*). Washington, DC: Author.

## CONTENT STANDARDS—PERSONAL AND SOCIAL DEVELOPMENT

Preschool programs will provide children with opportunities to  
—**exhibit curiosity, creativity, self-direction and persistence in learning situations.**

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Engage in activities that they select or create and demonstrate self-direction in use of materials	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174  <i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Science, Social Studies, Literacy, Math, The Arts, Technology” “Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, Outdoors”	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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 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
Sustain attention to task	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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
Demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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
Demonstrate delight or satisfaction when completing a task or solving a problem	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26  Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
— <b>describe themselves using several basic characteristics.</b>		
Refer to themselves by first and last name	Chapter 1: “Individual Differences,” pp. 27–41	There are no <i>Creative Curriculum</i> <sup>®</sup> objectives that align directly with this item.
Identify themselves by family and by gender	Chapter 2: “Taking Attendance,” pp. 82–83 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “Appreciating Family Differences,” pp. 212–213  <i>The Creative Curriculum</i> <sup>®</sup> <i>Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play” See especially: <i>Clothes, Buildings, Wheels, Trash &amp; Garbage</i>	

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>—demonstrate awareness of one’s own and other’s feelings.</b>		
Use words to express emotions or feelings	<p>Chapter 2:</p> <ul style="list-style-type: none"> <li>• “Creating a Classroom Community,” pp. 102–122</li> <li>• “Teaching Social Problem-Solving Skills,” pp. 110–115</li> </ul> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p><b>Scope and Sequence for Language and Literacy Self-Expression, p. 275</b> <i>Instructional Strategies &amp; Related Activities</i> “All Kinds of Spiders,” “Can You Do It?” “Dressing for School,” “Group Sharing,” “I Went Shopping,” “Listening Cords,” “Picture This,” “Rhyming Riddles,” “What’s for Breakfast?”</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT - Sense of Self</b></p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> <li>I. Identifies and labels own feelings</li> <li>II. Is able to describe feelings and their causes</li> <li>III. Is increasingly able to manage own feelings</li> </ul> <p>4. Stands up for rights</p> <ul style="list-style-type: none"> <li>I. Physically or verbally asserts needs and desires</li> <li>II. Asserts own needs and desires verbally without being aggressive</li> <li>III. Takes action to avoid possible disputes over rights</li> </ul>
<b>—participate in and exhibit self-control in group situations.</b>		
Participate in small- and large-group activities	<p>Chapter 2</p> <ul style="list-style-type: none"> <li>• “Large-Group Time,” pp. 84–85</li> <li>• “Small-Group Time,” p. 86</li> <li>• “Choice Time,” pp. 87-88</li> </ul>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> <li>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</li> <li>II. Understands and follows classroom procedures without prompting</li> <li>III. Follows and understands the purpose of classroom procedures</li> </ul> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> <li>I. With prompts, shares or takes turns with others</li> <li>II. Shares toys or allows turn in response to another child’s request</li> <li>III. Shares and defends the rights of others to a turn</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Manage transition from one activity to the next	Chapter 2: “Transition Time,” pp. 88–89	<b>SOCIAL/EMOTIONAL DEVELOPMENT - Sense of Self</b> 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedule and routines III. Functions with increasing independence in school
Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Follow classroom and playground rules	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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
Be aware of and follow the classroom schedule and routines	Chapter 2: “The Daily Schedule,” pp. 92–97	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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
<b>—interact appropriately with peers and familiar adults.</b>		
Interact with one or more children, beginning to play or work cooperatively	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108. See especially <ul style="list-style-type: none"> <li>• “Helping Children to Make Friends,” pp. 105–106</li> <li>• “Classroom Strategies That Support Friendships,” pp. 107–108</li> </ul>	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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
Enter into or initiate a play situation	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108. See especially <ul style="list-style-type: none"> <li>• “Helping Children to Make Friends,” pp. 105–106</li> <li>• “Classroom Strategies That Support Friendships,” pp. 107–108</li> </ul>	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<b>Creative Curriculum Objectives and Developmental Steps</b>
Demonstrate empathy and caring for others	Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 3: “People and How They Live,” pp. 147–148, 150	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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
Seek help from peers or adults	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115 Section in all Interest Area chapters: “The Teacher’s Role”	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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
<b>— use age-appropriate conflict-resolution strategies.</b>		
Use words to identify the conflict	Chapter 2 • “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	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 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 <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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
Engage in developing solutions and work to resolve conflicts		
Seek adult help when involved in a conflict	Chapter 2 • “Teaching Social Problem-Solving Skills,” pp. 110–115 • “Helping Children to Regain Control,” pp. 121–122	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>—recognize similarities and appreciate differences in people.</b>		
State at least two ways in which children are similar and two ways in which they are different	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b></p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142</p> <p>Chapter 5: Mathematics Activities, pp. 241–262</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>
Interact with a variety of children in the program	<p>Chapter 2</p> <ul style="list-style-type: none"> <li>• “Helping Children to Make Friends,” pp. 105–106</li> <li>• “Classroom Strategies That Support Friendships,” pp. 107–108</li> </ul>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT— Sense of Self</b></p> <p>1. Shows ability to adjust to new situations</p> <p>I. Treats arrival and departure as routine parts of the day</p> <p>II. Accepts changes in daily schedules and routines</p> <p>III. Functions with increasing independence in school</p> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>10. Plays well with other children</p> <p>I. Works/plays cooperatively with one other child</p> <p>II. Successfully enters a group and plays cooperatively</p> <p>III. Maintains an ongoing friendship with at least one other child</p>

## CONTENT STANDARDS—PHYSICAL DEVELOPMENT

Preschool programs will provide children with opportunities to  
 — **engage in a wide variety of gross-motor activities that are child selected and teacher initiated.**

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Demonstrate competence in a variety of activities that require coordinated movement using large muscles	Chapter 1: “Physical Development: Gross Motor,” p. 20  Chapter 13: “Music and Movement,” pp. 423–441  Chapter 16: “Outdoors,” pp. 493–522  <i>The Creative Curriculum® Study Starters</i> “Investigate the Topic” “Enhancements to Interest Areas: Music and Movement, Outdoors” See especially: <i>Exercise</i>  <i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Music and Movement Area,” pp. 171–175; “Literacy in the Outdoor Area,” pp. 186–189	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam
Perform activities that combine large-muscle movement with equipment	Chapter 16 • “A Track for Wheeled Toys,” p. 498 • “Open Spaces for Games, Building, and Pretend Play,” pp. 502–503 • “Playground Structures,” pp. 505–508 • “Adaptations for Children With Special Needs,” p. 510  <i>The Creative Curriculum® Study Starters</i> “Investigate the Topic” “Enhancements to Interest Areas: Music and Movement, Outdoors” See especially: <i>Exercise</i>	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements III. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Combine a sequence of several motor skills in an organized way	<p>Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p> <p><i>The Creative Curriculum® Study Starters</i> “Investigate the Topic” “Enhancements to Interest Areas: Music and Movement, Outdoors” See especially: <i>Exercise</i></p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Music and Movement Area,” pp. 171–175; “Literacy in the Outdoor Area,” pp. 186–189</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination</p> <p>16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</p>
Choose to engage in physical activity that is child selected or teacher initiated	<p>Chapter 13</p> <ul style="list-style-type: none"> <li>• “Observing and Responding to Individual Children,” pp. 430–433</li> <li>• “Interacting With Children During Music and Movement Activities,” pp. 434–440</li> </ul> <p>Chapter 16</p> <ul style="list-style-type: none"> <li>• “Observing and Responding to Individual Children,” pp. 514–516</li> <li>• “Interacting With Children Outdoors,” pp. 517–520</li> </ul> <p><i>The Creative Curriculum® Study Starters</i> “Investigate the Topic” “Enhancements to Interest Areas: Music and Movement, Outdoors” See especially: <i>Exercise</i></p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills</p>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— use a variety of materials that promote eye-hand coordination and small-muscle development.</b>		
Perform fine-motor tasks that require small-muscle strength and control	<p>Chapter 6</p> <ul style="list-style-type: none"> <li>• “How Block Play Promotes Development,” p. 243</li> <li>• “Stages of Block Play,” pp. 255–259</li> </ul> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 12</p> <ul style="list-style-type: none"> <li>• “How Sand and Water Play Promotes Development,” p. 403</li> <li>• “The Teacher’s Role,” pp. 413–418</li> </ul> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 4: “Literacy in the Block Area,” pp. 144–147; “Literacy in the Dramatic Play Area,” pp. 148–152; “Literacy in the Discovery Area,” pp. 162–166; “Literacy in the Cooking Area,” pp. 176–180</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> <li>I. Manipulates objects with hands</li> <li>II. Manipulates smaller objects with increasing control</li> <li>III. Manipulates a variety of objects requiring increased coordination</li> </ul>
Use eye-hand coordination to successfully perform fine-motor tasks	<p>Chapter 8</p> <ul style="list-style-type: none"> <li>• “How Playing with Toys and Games Promotes Development,” p. 295</li> <li>• “The Teacher’s Role,” pp. 306–312</li> </ul> <p>Chapter 15: “How Computer Play Promotes Development,” p. 471</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 4: “Literacy in the Toys and Games Area,” pp. 153–156; “Literacy in the Computer Area,” pp. 181–185</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> <li>I. Performs simple manipulations</li> <li>II. Performs simple manipulations with increasing control</li> <li>III. Manipulates materials in a purposeful way, planning and attending to detail</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Show beginning control of writing, drawing and art tools	<p>Chapter 9</p> <ul style="list-style-type: none"> <li>•“How Art Promotes Development,” p. 317</li> <li>•“The Teacher’s Role,” pp. 306–312</li> </ul> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118</p> <p>Chapter 4: “Developmental Steps in Writing,” pp. 137–138; “Literacy in the Art Area,” pp. 157–161</p> <p>Scope and Sequence for Language and Literacy Purposes of Writing, p. 285 <u>Instructional Strategies &amp; Related Activities</u> “Did You Ever See?” “Dressing for School,” “Friends,” “Give a Dog a Bone,” “Making My Name,” “Silly Names”</p> <p>Scope and Sequence for Language and Literacy Writing Mechanics, p. 285 <u>Instructional Strategies &amp; Related Activities</u> “Buried Treasures,” “Making My Name,” “Walk a Letter”</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— demonstrate spatial awareness in both fine- and gross-motor activities.</b>		
Move through an environment with body control	<p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p><i>The Creative Curriculum® Study Starters</i> “Investigate the Topic” “Enhancements to Interest Areas: Music and Movement, Outdoors” See especially: <i>Exercise</i></p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Music and Movement Area,” pp. 171–175; “Literacy in the Outdoor Area,” pp. 186–189</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> <li>I. Moves with direction and beginning coordination</li> <li>II. Moves with direction and increasing coordination</li> <li>III. Moves with direction and refined coordination</li> </ul> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> <li>I. Attempts to walk along a line, stepping off occasionally</li> <li>II. Walks along wide beam such as edge of sandbox</li> <li>III. Walks forward easily, and backward with effort, along a wide beam</li> </ul>
Demonstrate spatial awareness in fine-motor activities	<p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Block Area,” pp. 144–147; “Literacy in the Toys and Games Area,” pp. 153–156; “Literacy in the Art Area,” pp. 157–161; “Literacy in the Outdoor Area,” pp. 186–189</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> <li>I. Performs simple manipulations</li> <li>II. Performs simple manipulations with increasing control</li> <li>III. Manipulates materials in a purposeful way, planning and attending to detail</li> </ul> <p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> <li>I. Shows comprehension of basic positional words and concepts</li> <li>II. Understands and uses positional words correctly</li> <li>III. Shows understanding that positional relationships vary with one’s perspective</li> </ul>
<b>— choose nutritious meals and snacks.</b>		

<b>Connecticut Performance Standards (Indicators)—</b>	<b><i>The Creative Curriculum for Preschool</i></b>	<b><i>Creative Curriculum Objectives and Developmental Steps</i></b>
Recognize and eat a variety of nutritious foods	Chapter 14: “Cooking,” pp. 443–469  <b><i>Literacy: The Creative Curriculum® Approach</i></b> Chapter 4: “Literacy in the Cooking Area,” pp. 176–180	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
<b>— practice basic hygiene and self-help skills.</b>		
Practice personal hygiene	Chapter 1: pp. 23–26, “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds”	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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
Use self-help skills		

## CONTENT STANDARDS—COGNITIVE DEVELOPMENT— LOGICAL—MATHEMATICAL/SCIENTIFIC THINKING

Preschool programs will provide children with opportunities to  
 — **express wonder, ask questions and seek answers about the natural world.**

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Ask questions about and comment on observations and experimentation	<p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 11: “Creating an Environment for Discovery,” pp. 384–390</p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b>            Chapter 3: “Studies,” pp. 95–99</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b>            “What Children Already Know”            “What Children Want to Find Out”            “Integrate Content Area Learning: Science”</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b>            Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b>            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><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>            42. Asks questions                I. Asks simple questions                II. Asks questions to further understanding                III. Asks increasingly complex questions to further own understanding</p>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Collect, describe and record information	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139</p> <p>Chapter 11</p> <ul style="list-style-type: none"> <li>• “Discovery Trays,” p. 388</li> <li>• “Sensory Table or Sensory Tubs,” p. 389</li> <li>• “Take-Aparts,” p. 390</li> </ul> <p>Chapter 16</p> <ul style="list-style-type: none"> <li>• “Science,” p. 512</li> <li>• “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</li> <li>• “Taking Walks and Field Trips,” pp. 519–520</li> </ul> <p><b><i>Mathematics: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23; “Measurement,” pp. 24–30; “Data Analysis,” pp. 39–45</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“What Children Already Know”  “What Children Want to Find Out”  “Integrate Content Area Learning: Science”</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 4: “Literacy in the Discovery Area,” pp. 162–166</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>22. Observes objects and events with curiosity</p> <ol style="list-style-type: none"> <li>I. Examines with attention to detail, noticing attributes of objects</li> <li>II. Notices and/or asks questions about similarities and differences</li> <li>III. Observes attentively and seeks relevant information</li> </ol> <p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <ol style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ol> <p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>37. Makes and interprets representations</p> <ol style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ol>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Use equipment for investigation	<p>Chapter 12</p> <ul style="list-style-type: none"> <li>• “Developmental Stages in Sand and Water Play,” p. 413</li> <li>• “Interacting With Children in the Sand and Water Area,” pp. 416–418</li> <li>• “Facilitating Children’s Investigations,” pp. 417–418</li> </ul> <p><i>Mathematics: The Creative Curriculum® Approach</i> Chapter 2: “Problem Solving,” pp. 48–50</p> <p>Chapter 4: “Mathematics in the Sand and Water Area,” pp. 143–147</p> <p><i>The Creative Curriculum® Study Starters</i> “What Children Already Know” “What Children Want to Find Out” “Investigate the Topic” “Sample Investigations” and “Further Questions to Investigate” “Integrate Content Area Learning: Science”</p> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Sand and Water Area,” pp. 167–170</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> <li>I. Finds multiple uses for classroom objects</li> <li>II. Experiments with materials in new ways when first way doesn’t work</li> <li>III. Finds alternative solutions to problems</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</b>		
Make and verify predictions about what will occur	<p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 11: “Creating an Environment for Discovery,” pp. 384–390</p> <p><b><i>Mathematics: The Creative Curriculum® Approach</i></b></p> <p>Chapter 3: “Planning Interest Area Experiences,” pp. 79–94; “Studies,” pp. 95–99</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Exploratory Investigations”</p> <p>“Sample Investigations” and “Further Questions to Investigate”</p> <p>“Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Discovery, Sand and Water”</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>25. Explores cause and effect</p> <p>I. Notices and comments on effect</p> <p>II. Wonders “what will happen if” and tests out possibilities</p> <p>III. Explains plans for testing cause and effect, and tries out ideas</p>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Compare and contrast objects and events	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Measurement,” pp. 137–138</li> <li>• “Science,” pp. 142–145</li> </ul> <p><b><i>Mathematics: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142</p> <p>Chapter 5: Mathematics Activities, pp. 241–262</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Exploratory Investigations”</p> <p>“Sample Investigations” and “Further Questions to Investigate”</p> <p>“Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, Outdoors”</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>
Classify objects and events based on self-selected criteria	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139</p> <p><b><i>Mathematics: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23; “Data Analysis,” pp. 39–45</p> <p>Chapter 5: Mathematics Activities, pp. 216–238, pp. 285–296</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Exploratory Investigations”</p> <p>“Sample Investigations” and “Further Questions to Investigate”</p> <p>“Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Discovery, Sand and Water, Outdoors”</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Use language that shows understanding of scientific principles to explain why things happen	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Science,” pp. 142–145</li> <li>• “Process Skills,” pp. 161–162</li> </ul> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p><b><i>Mathematics: The Creative Curriculum® Approach</i></b></p> <p>Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Exploratory Investigations”  “Sample Investigations” and “Further Questions to Investigate”</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> <li>I. Draws on everyday experiences and applies this knowledge to similar situations</li> <li>II. Applies new information or vocabulary to an activity or interaction</li> <li>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Engage in a scientific experiment with a peer or with a small group	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Science,” pp. 142–145</li> <li>• “Technology,” pp. 156–160</li> </ul> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p><b><i>Mathematics: The Creative Curriculum® Approach</i></b></p> <p>Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Exploratory Investigations”</p> <p>“Sample Investigations” and “Further Questions to Investigate”</p> <p>See especially: <i>Rocks, Boxes, Wheels, Buildings, Water Pipes, Shadows</i></p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> <li>I. Finds multiple uses for classroom objects</li> <li>II. Experiments with materials in new ways when first way doesn’t work</li> <li>III. Finds alternative solutions to problems</li> </ul> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> <li>I. Notices and comments on effect</li> <li>II. Wonders “what will happen if” and tests out possibilities</li> <li>III. Explains plans for testing cause and effect, and tries out ideas</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— organize and express their understanding of common properties and attributes of things.</b>		
Recognize simple patterns and duplicate or extend them	<p>Chapter 3: “Patterns and Relationships,” p. 136</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p><i>Mathematics: The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Patterns (Algebra),” pp. 31–38</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Chapter 5: Mathematics Activities, pp. 265–282</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> <li>I. Notices and recreates simple patterns with objects</li> <li>II. Extends patterns or creates simple patterns of own design</li> <li>III. Creates complex patterns of own design or by copying</li> </ul>
Create and duplicate patterns and shapes using a variety of materials	<p>Chapter 3: “Patterns and Relationships,” p. 136</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p><i>Mathematics: The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Patterns (Algebra),” pp. 31–38</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Chapter 5: Mathematics Activities, pp. 265–282</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> <li>I. Draws on everyday experiences and applies this knowledge to similar situations</li> <li>II. Applies new information or vocabulary to an activity or interaction</li> <li>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul> <p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> <li>I. Notices and recreates simple patterns with objects</li> <li>II. Extends patterns or creates simple patterns of own design</li> <li>III. Creates complex patterns of own design or by copying</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Sort objects by one or more attributes and regroup the objects based on a new attribute	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Patterns and Relationships,” p. 136</li> <li>• “Geometry and Spatial Sense,” pp. 136–137</li> <li>• “Measurement,” pp. 137–138</li> <li>• “Data Collection, Organization, and Representation,” pp. 138–139</li> </ul> <p><i>Mathematics: The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23; “Measurement,” pp. 24–30; “Patterns (Algebra),” pp. 31–38; “Data Analysis,” pp. 39–45</p> <p>Chapter 5: Mathematics Activities, pp. 216-238, 241-262, 265–282, 285-296</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul>
Order several objects on the basis of one attribute	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Patterns and Relationships,” p. 136</li> <li>• “Geometry and Spatial Sense,” pp. 136–137</li> <li>• “Measurement,” pp. 137–138</li> <li>• “Data Collection, Organization, and Representation,” pp. 138–139</li> </ul> <p><i>Mathematics: The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23; “Measurement,” pp. 24–30; “Patterns (Algebra),” pp. 31–38; “Data Analysis,” pp. 39–45</p> <p>Chapter 5: Mathematics Activities, pp. 216-238, 241-262, 265–282, 285-296</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> <li>I. Notices when one object in a series is out of place</li> <li>II. Figures out a logical order for a group of objects</li> <li>III. Through trial and error, arranges objects along a continuum according to two or more physical features</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Show spatial awareness by demonstrating an understanding of position and order	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Geometry and Spatial Sense,” pp. 136–137</li> <li>• “Spaces and Geography,” pp. 146–147, 150</li> </ul> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p><b><i>Mathematics: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “Mathematics in the Block Area,” pp. 116–120</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> <li>I. Shows comprehension of basic positional words and concepts</li> <li>II. Understands and uses positional words correctly</li> <li>III. Shows understanding that positional relationships vary with one’s perspective</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<b>Creative Curriculum Objectives and Developmental Steps</b>
Use common instruments to measure things	Chapter 3: “Measurement,” pp. 137–138  <i>Mathematics: The Creative Curriculum® Approach</i> Chapter 1: “Measurement,” pp. 24–30  Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115  Chapter 5: Mathematics Activities, pp. 241-262	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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
Demonstrate understanding of one-to-one correspondence while counting	Chapter 3: “Number Concepts,” pp. 134–135  <i>Mathematics: The Creative Curriculum® Approach</i> Chapter 1: “Number and Operations,” pp. 7–14  Chapter 2: “Problem Solving,” pp. 48–50  Chapter 5: Mathematics Activities, pp. 171-212	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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
Show curiosity and independent interest in number-related activities	Chapter 3: “Number Concepts,” pp. 134–135  <i>Mathematics: The Creative Curriculum® Approach</i> Chapter 1: “Number and Operations,” pp. 7–14  Chapter 2: “Problem Solving,” pp. 48–50  Chapter 5: Mathematics Activities, pp. 171-212	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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  <b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Estimate and verify the number of objects	<p>Chapter 3: “Number Concepts,” pp. 134–135</p> <p><b>Mathematics: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 2: “Problem Solving,” pp. 48–50</p> <p>Chapter 5: Mathematics Activities, pp. 171-212</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>
Demonstrate an understanding of sequence of events and time periods	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Measurement,” pp. 137–138</li> <li>• “People and the Past,” p. 149, 151</li> </ul> <p><b>Mathematics: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23; “Measurement,” pp. 24–30</p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 5: Mathematics Activities, pp. 241-262</p> <p><b>The Creative Curriculum® Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies”</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Collect, organize and display information	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139</p> <p><b>Mathematics: <i>The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Data Analysis,” pp. 39–45</p> <p>Chapter 2: “Connections,” pp. 59–62; “Representation,” pp. 63–65</p> <p>Chapter 5: Mathematics Activities, pp. 285-296</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul> <p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ul>

## CONTENT STANDARDS—COGNITIVE DEVELOPMENT—LANGUAGE AND LITERACY

Preschool programs will provide children with opportunities to  
**—communicate their experiences, ideas and feelings by speaking.**

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Speak clearly, including use of appropriate tone and inflection	<p>Chapter 3: “Literacy,” pp. 126–133</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70-78, including “Supporting Children’s Language Learning,” pp.73-77</p> <p>Chapter 3: “Playing: Children’s Work,” pp. 120-126</p> <p>Chapter 3: “Studies: Using Literacy to Learn,” pp. 127-131</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></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>
Use multiple-word sentences or phrases to describe ideas, feelings and actions	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 2: “Planning Your Literacy Program,” pp. 45-66</p> <p>Chapter 2: “Stages of Learning a Second Language,” p. 63</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70-78, including “Supporting Children’s Language Learning,” pp.73-77</p> <p>Chapter 3: “Playing: Children’s Work,” pp. 120-126</p> <p>Chapter 3: “Studies: Using Literacy to Learn,” pp. 127-131</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></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>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Speak to initiate a conversation or enter into a play situation	<p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b></p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70-78, including “Supporting Children’s Language Learning,” pp.73-77; “Playing: Children’s Work,” pp. 120-126; “Studies: Using Literacy to Learn,” pp. 127-131</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <p>I. Performs and labels actions associated with a role</p> <p>II. Offers a play theme and scenario</p> <p>III. Engages in elaborate and sustained role play</p> <p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></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>
Speak for a variety of other purposes	<p>See the “Interacting With Children in the _____ Area” section of each Interest Area chapter for general discussion and specific techniques. Examples:</p> <ul style="list-style-type: none"> <li>• Chapter 6: “Supporting Children in Moving to the Next Stage,” pp. 263–267</li> <li>• Chapter 9: “Talking With Children About Their Art,” pp. 342–344</li> </ul> <p><i>The Creative Curriculum</i> encourages children playing in all Interest Areas to describe their interests, what they are doing, and what they are learning.</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b></p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133-190</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></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>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— listen with understanding to directions, conversations and stories.</b>		
Demonstrate understanding of basic conversational vocabulary	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p> <p><i>Literacy: The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38</p> <p>Chapter 2: “Adaptations for English Language Learners,” pp. 62–65</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>40. Understands and follows oral directions</p> <p>I. Follows one-step directions</p> <p>II. Follows two-step directions</p> <p>III. Follows directions with more than two steps</p>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Demonstrate understanding of messages in conversation	<p>Chapter 2</p> <ul style="list-style-type: none"> <li>• “Large-Group Time,” pp. 84–85</li> <li>• “Small-Group Time,” p. 86</li> </ul> <p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Literacy,” pp. 126–133</li> <li>• “Increased Vocabulary and Language,” pp. 126–127</li> </ul> <p>Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Comprehension,” pp. 33–38</p> <p>Chapter 2: “Meeting the Needs of All Children,” pp. 58–65</p> <p>Scope and Sequence for Language and Literacy Comprehension, p. 284</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“A Bunny’s Tale,” “Clothesline Storytelling,” “Listening Cords,” “Pocket Storytelling: <i>The Mitten</i>,” “Story Aprons,” “What’s for Breakfast?”</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Retell information from a story	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Comprehension,” pp. 129–130</li> <li>• “Understanding Books and Other Texts,” pp. 130–131</li> </ul> <p>Chapter 10: “Retelling Stories With Children,” p. 373</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 3: “Storytelling,” pp. 91–100;  “Story Retelling,” pp. 101–108;  “Supporting Children’s Story Retelling,” pp. 104–107</p> <p>Scope and Sequence for Language and Literacy  Comprehension, p. 284</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“A Bunny’s Tale,” “Clothesline Storytelling,” “Listening Cords,” “Pocket Storytelling: <i>The Mitten</i>,” “Story Aprons,” “What’s for Breakfast?”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— exhibit interest in reading.</b>		
Show independent interest in reading-related activities	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10</p> <p>Chapter 2: “Creating a Literacy-Rich Physical Environment,” pp. 52–53; “Literacy Throughout the Day,” pp. 54–57</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy Motivation for Reading, p. 280</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“Can You Do It?” “Clothesline Storytelling,” “Dressing for School,” “Feed Me,” “Friends,” “Give a Dog a Bone,” “Listen for the Word,” “Pocket Storytelling: <i>The Mitten</i>,” “Story Aprons”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></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>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Attend to a story	<p>Chapter 3: “Comprehension,” pp. 129–130</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100</p> <p>Scope and Sequence for Language and Literacy Listening and Responding to Language, p. 274</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“All Kinds of Spiders,” “Be a Word,” “Can You Do It?” “Copy Cat,” “Listening Cords,” “Me Too!” “Rhyming Riddles”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></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>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Demonstrate book awareness	<p>Chapter 3: “Knowledge of Print,” p. 128</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Books and Other Texts,” pp. 39–42; “Knowledge of Print,” pp. 22–27</p> <p>Chapter 2: “Literacy Throughout the Day,” pp. 54–57</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy Concepts of Books, p. 281</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“Baggie Books,” “Can You Do It?” “Did You Ever See?” “Dressing for School,” “What’s for Breakfast?” “Which Friend Did You See?”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Recognize matching sounds and some printed letters	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Phonological Awareness,” pp. 127–128</li> <li>• “Letters and Words,” p. 129</li> </ul> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p><i>Literacy: The Creative Curriculum® Approach</i></p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21; “Letters and Words,” pp. 28–32</p> <p>Scope and Sequence for Language and Literacy</p> <p>Listening, p. 276</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“Copy Cat,” “Listening Cords,” “Name That Sound”</p> <p>Rhyming, p. 276</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“Did You Ever See?” “Give a Dog a Bone,” “I Spy With My Little Eye,” “Listening Cords,” “Poetry in Motion,” “Rhyme Time,” “Rhyming Riddles,” “Rhyming Tubs”</p> <p>Alphabet and Word Knowledge, p. 283</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“Baggie Books,” “Buried Treasures,” “Coupon Match,” “Dressing for School,” “Friends,” “I Spy With My Little Eye,” “Jumping Beans,” “Making My Name,” “Me Too!” “Silly Names,” “Walk a Letter,” “What’s for Snack?” “Which Friend Did You See?” “Who Ate the Cookies?” “Who Will Jump the Candlestick?”</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> <li>I. Plays with words, sounds, and rhymes</li> <li>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</li> <li>III. Hears and repeats separate sounds in words; plays with sounds to create new words</li> </ul> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>46. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> <li>I. Recognizes and identifies a few letters by name</li> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Recognize several printed words	<p>Chapter 3: “Letters and Words,” p. 129</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Letters and Words,” pp. 28–32</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy Print Concepts, p. 282</p> <p><u>Instructional Strategies &amp; Related Activities</u></p> <p>“All Kinds of Spiders,” “Baggie Books,” “Buried Treasures,” “Can You Do It?” “Clothesline Storytelling,” “Coupon Match,” “Did You Ever See?” “Dressing for School,” “I Went Shopping,” “Jumping Beans,” “What’s for Breakfast?” “What’s for Snack?” “Which Friend Did You See?” “Who Ate the Cookies?”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></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 judgements 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>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.</b>		
Use symbols or drawings to express thoughts, feelings and ideas	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Understanding Books and Other Texts,” pp. 130–131</li> <li>• “Visual Arts,” pp. 154–155</li> </ul> <p>Chapter 9</p> <ul style="list-style-type: none"> <li>• “How Art Promotes Development,” p. 317 (see especially paragraphs on Cognitive and Language development)</li> <li>• “What Children Learn in the Art Area: Literacy” p. 334</li> </ul> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27</p> <p>Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118</p> <p>Chapter 4: “Developmental Steps in Writing,” pp. 137–138; “Literacy in the Art Area,” pp. 157–161</p> <p>Scope and Sequence for Language and Literacy Purposes of Writing, p. 285 <u>Instructional Strategies &amp; Related Activities</u> “Did You Ever See?” “Dressing for School,” “Friends,” “Give a Dog a Bone,” “Making My Name,” “Silly Names”</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>37. Makes and interprets representations</p> <ol style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ol> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>49. Understands the purpose of writing</p> <ol style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ol>

<p>Print or copy their first name</p>	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Letters and Words,” p. 129</li> <li>• “Understanding Books and Other Texts,” pp. 130–131</li> </ul> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118</p> <p>Scope and Sequence for Language and Literacy Writing Mechanics, p. 285 <u>Instructional Strategies &amp; Related Activities</u> “Buried Treasures,” “Making My Name,” “Walk a Letter”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>50. Writes letters and words</p> <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>
<p>Use letter-like approximations to write words or ideas</p>	<p>Chapter 3: “Letters and Words,” p. 129</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32</p> <p>Chapter 3: “Writing,” pp. 109–119</p> <p>Chapter 4: “Developmental Steps in Writing,” pp. 137–138</p> <p>Scope and Sequence for Language and Literacy Writing Mechanics, p. 285 <u>Instructional Strategies &amp; Related Activities</u> “Buried Treasures,” “Making My Name,” “Walk a Letter”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul> <p>50. Writes letters and words</p> <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>

## CONTENT STANDARDS—CREATIVE EXPRESSION—AESTHETIC DEVELOPMENT

Preschool programs will provide children with opportunities to  
**— exhibit curiosity about and explore how materials function and affect the senses.**

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Use a variety of art materials and activities for sensory experience and exploration	Chapter 9 <ul style="list-style-type: none"> <li>• “How Art Promotes Development,” p. 317</li> <li>• The Teacher’s Role, pp. 336–346, especially “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–339, and “Introducing Children to New Art Experiences,” pp. 341–342</li> </ul> <i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Art Area,” pp. 157–161	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity <ul style="list-style-type: none"> <li>I. Examines with attention to detail, noticing attributes of objects</li> <li>II. Notices and/or asks questions about similarities and differences</li> <li>III. Observes attentively and seeks relevant information</li> </ul> 23. Approaches problems flexibly <ul style="list-style-type: none"> <li>I. Finds multiple uses for classroom objects</li> <li>II. Experiments with materials in new ways when first way doesn’t work</li> <li>III. Finds alternative solutions to problems</li> </ul>
Elect to use the art media	Chapter 2: “Choice Time,” pp. 87–88  Chapter 9: “What Children Learn in the Art Area,” pp. 334–335	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 5. Demonstrates self-direction and independence <ul style="list-style-type: none"> <li>I. Chooses and becomes involved in one activity out of several options</li> <li>II. Completes multiple tasks in a project of own choosing with some adult assistance</li> <li>III. Carves out and completes own task without adult assistance</li> </ul>
<b>— create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media.</b>		
Demonstrate the ability to represent experiences, thoughts and ideas using several art forms	Chapter 9: “What Children Learn in the Art Area,” pp. 334–335  <i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Art Area,” pp. 157–161	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 21. Uses tools for writing and drawing <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul> <b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Use a variety of visual art media for self-expression	Chapter 3: “Visual Arts,” p. 154  Chapter 9: “Creating an Environment for Art,” pp. 320–333	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul> <p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> <li>I. Finds multiple uses for classroom objects</li> <li>II. Experiments with materials in new ways when first way doesn’t work</li> <li>III. Finds alternative solutions to problems</li> </ul>
<b>—represent fantasy and real-life experiences through pretend play.</b>		
Assume the role of someone or something else and talk in the language/tone appropriate for that person or thing	Chapter 3: “Drama,” pp. 153–154  Chapter 7: “The Teacher’s Role,” pp. 282-290; see especially, on p. 282, “Role-play” and “Make-believe”	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul>
Engage in cooperative pretend play with another child	Chapter 3: “Drama,” pp. 153–154  Chapter 7: “The Teacher’s Role,” pp. 282-290; see especially, on p. 282, “Role-play,” “Use of Props,” and “Make-believe”  <i>Literacy: The Creative Curriculum® Approach</i> Chapter 4: “Literacy in the Dramatic Play Area,” pp. 148–152	<p><b>COGNITIVE DEVELOPMENT —Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul> <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> <li>I. Interacts appropriately with real objects or replicas in pretend play</li> <li>II. Uses substitute object or gesture to represent real object</li> <li>III. Uses make-believe props in planned and sustained play</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
<b>— engage in musical and creative movement activities.</b>		
Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments	<p>Chapter 13</p> <ul style="list-style-type: none"> <li>• “Joining in Music and Movement Activities,” p. 435</li> <li>• “Enjoying Music Together,” pp. 435–436</li> <li>• “Group Singing and Movement Activities,” pp. 436–437</li> <li>• “Simple Songs for Preschoolers,” p. 438</li> </ul> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> <li>I. Notices and recreates simple patterns with objects</li> <li>II. Extends patterns or creates simple patterns of own design</li> <li>III. Creates complex patterns of own design or by copying</li> </ul> <p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> <li>I. Plays with words, sounds, and rhymes</li> <li>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</li> <li>III. Hears and repeats separate sounds in words; plays with sounds to create new words</li> </ul> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> <li>I. Follows one-step directions</li> <li>II. Follows two-step directions</li> <li>III. Follows directions with more than two steps</li> </ul>
Initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs	<p>Chapter 13</p> <ul style="list-style-type: none"> <li>• “Joining in Music and Movement Activities,” p. 435</li> <li>• “Enjoying Music Together,” pp. 435–436</li> <li>• “Group Singing and Movement Activities,” pp. 436–437</li> <li>• “Simple Songs for Preschoolers,” p. 438</li> </ul> <p><i>Literacy: The Creative Curriculum® Approach</i> Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> <li>I. Plays with words, sounds, and rhymes</li> <li>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</li> <li>III. Hears and repeats separate sounds in words; plays with sounds to create new words</li> </ul>

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum Objectives and Developmental Steps</i>
Participate in creative movement and dance	<p>Chapter 3</p> <ul style="list-style-type: none"> <li>• “Dance,” p. 152</li> <li>• “Music,” p. 153</li> </ul> <p>Chapter 13</p> <ul style="list-style-type: none"> <li>• “Observing and Responding to Individual Children,” pp. 430–431</li> <li>• “How Children Engage in Music and Movement,” p. 431</li> <li>• “Joining in Music and Movement Activities,” p. 435</li> </ul> <p><b><i>Literacy: The Creative Curriculum® Approach</i></b></p> <p>Chapter 4: “Literacy in the Music and Movement Area,” pp. 171–175</p>	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.

Connecticut Performance Standards (Indicators)—	<i>The Creative Curriculum for Preschool</i>	<i>Creative Curriculum</i> Objectives and Developmental Steps
<b>— describe or respond to their own creative work or the creative work of others.</b>		
Use oral language to explain or describe or ask questions about a work of art	Chapter 9 <ul style="list-style-type: none"> <li>• “Talking With Children About Their Art,” pp. 342–344</li> <li>• “Nurturing Children’s Appreciation of Art,” p. 345</li> </ul> <i>Literacy: The Creative Curriculum</i> <sup>®</sup> <b>Approach</b> Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 especially p. 72	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity <ul style="list-style-type: none"> <li>I. Examines with attention to detail, noticing attributes of objects</li> <li>II. Notices and/or asks questions about similarities and differences</li> <li>III. Observes attentively and seeks relevant information</li> </ul> <b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences <ul style="list-style-type: none"> <li>I. Uses simple sentences (3–4 words) to express wants and needs</li> <li>II. Uses longer sentences (5–6 words) to communicate</li> <li>III. Uses more complex sentences to express ideas and feelings</li> </ul>
Express interest in and show appreciation for the creative work of others	Chapter 9 <ul style="list-style-type: none"> <li>• “Talking With Children About Their Art,” pp. 342–344</li> <li>• “Nurturing Children’s Appreciation of Art,” p. 345</li> </ul>	There are no <i>Creative Curriculum</i> <sup>®</sup> objectives that align directly with this item.