

Alignment of the *Early Learning Standards for Children Entering Kindergarten in the District of Columbia With 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 Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum Assessment System*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The *Developmental Continuum* has 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 for each objective. (Forerunners are not shown in this document.) 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 further develop and learn.

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References

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United States Department of Human Services, Office of Early Childhood Development and the University of the District of Columbia, Early Childhood Leadership Institute. (2005). *Early learning standards for children entering kindergarten in the District of Columbia: Building a strong foundation for school success and lifelong learning*. Washington, DC: University of the District of Columbia, Early Childhood Leadership Institute.

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

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Domain: Approaches to Learning			
Children demonstrate curiosity and a willingness to learn	<ul style="list-style-type: none"> Explore the variety of rich objects and materials provided to discover how things work, what things do, and why things happen 	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Process Skills,” pp. 161–162, especially “Observing and Exploring,” p. 161 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect <ol style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Use adults as resources to answer questions, clarify information, demonstrate tasks 	Foundation chapter: “Vygotsky: Social Interaction and Learning,” pp. 8–9 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178 Chapter 4: “Large-Group Instruction,” pp. 183–185 Chapter 4: “Small-Group Instruction,” pp. 185–187 Chapter 6: “Supporting Children in Moving to the Next Stage,” pp. 263–267 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults <ol style="list-style-type: none"> 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
Children engage in and complete tasks	<ul style="list-style-type: none"> Follow through on a plan made by self or others 	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks <ol style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Participate in group activities for increasing periods of time 	Chapter 2: “Large-Group Time,” pp. 84–85 and “Small-Group Time,” p. 86 Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children <ol style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

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	<ul style="list-style-type: none"> Persist in and complete increasingly challenging tasks, seeking help when needed 	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
Children demonstrate problem-solving skills	<ul style="list-style-type: none"> Recognize and solve problems by trying one or more strategies 	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Process Skills,” pp. 161–162, especially “Problem Solving,” p. 162	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
	<ul style="list-style-type: none"> Apply knowledge and past experience to new situations or tasks 	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Process Skills,” pp. 161–162, especially “Connecting,” p. 161, “Problem Solving,” p. 162	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Children engage in purposeful play	<ul style="list-style-type: none"> Take on pretend roles and situations for a sustained period of time 	Foundation chapter: “Sara Smilansky’s Four Types of Play,” pp. 11–13 Chapter 7: “Dramatic Play,” pp. 271–293, especially “What Children Learn in the Dramatic Play Area,” pp. 280–281, “Observing and Responding to Individual Children in the Dramatic Play Area,” pp. 282–286	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
	<ul style="list-style-type: none"> Use objects to represent real items in pretend play 		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
	<ul style="list-style-type: none"> Make and interpret representations 		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

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Children demonstrate self-direction and independence	<ul style="list-style-type: none"> • Select from a variety of choices and come up with own ideas of how to use the materials constructively • Work to complete tasks with increasing independence 	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence <ul style="list-style-type: none"> 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
Children will follow direction and demonstrate interdependence	<ul style="list-style-type: none"> • Respond positively to directions from the teacher. 	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108, “Responding to Challenging Behavior,” pp. 116–122 Chapter 4: “Large-Group Instruction,” pp. 183–185 Chapter 4: “Small-Group Instruction,” pp. 185–187	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
	<ul style="list-style-type: none"> • Value the contributions of others to accomplish a task, and talk about the qualities we value in a person’s character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty and personal responsibility 	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn

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Domain: Social and Emotional Development			
Children demonstrate a strong, positive self-concept	<ul style="list-style-type: none"> Identify and value characteristics of self, family, and community 	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being <ol style="list-style-type: none"> Uses self-help skills with occasional reminders Uses self-help skills and participates in chores without reminders Understands the importance of self-help skills and their role in healthy living
	<ul style="list-style-type: none"> Recognize abilities and accomplishments of self and others; talk about how people can be helpful/hurtful to one another. 	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately <ol style="list-style-type: none"> Is aware of other children’s feelings and often responds in a like manner Shows increasing awareness that people may have different feelings about the same situation Recognizes what another person might need or want
	<ul style="list-style-type: none"> Stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills 	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 2: “Coaching Children on How to Be Assertive,” p. 120	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights <ol style="list-style-type: none"> Physically or verbally asserts needs and desires Asserts own needs and desires verbally without being aggressive Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others <ol style="list-style-type: none"> With prompts, shares or takes turns with others Shares toys or allows turn in response to another child’s request Shares and defends the rights of others to a turn
Children develop increasing capacity for self-control	<ul style="list-style-type: none"> Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately 	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Coaching Children on How to Be Assertive,” p. 120	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately <ol style="list-style-type: none"> Identifies and labels own feelings Is able to describe feelings and their causes Is increasingly able to manage own feelings

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	<ul style="list-style-type: none"> Demonstrate ability to cope with frustration and disappointment; talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences. 	<p>Chapter 2: “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
	<ul style="list-style-type: none"> Understand and follow classroom routines and rules, and know what to do during transitions 	<p>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</p> <p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
	<ul style="list-style-type: none"> Respect and care for classroom environment and materials 	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74</p> <p>Chapter 2: “Cleanup at Mealtimes,” pp. 90–91</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>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> 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

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Children engage in positive interactions with others	<ul style="list-style-type: none"> Recognize the feelings and rights of others and respond appropriately 	Chapter 2: “Helping Children to Make Friends,” pp. 105–106 Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want
	<ul style="list-style-type: none"> Play cooperatively with other children 		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
	<ul style="list-style-type: none"> Use negotiation to resolve conflicts 	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 2: “Responding to Challenging Behavior,” pp. 116–122	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
	<ul style="list-style-type: none"> Observe and use appropriate ways of interacting in a group: Take turns in talking, listening to peers, waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways. 	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 2: “Responding to Challenging Behavior,” pp. 116–122 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
	<ul style="list-style-type: none"> Participate in group activities 	Chapter 2: “Large-Group Time,” pp. 84–85 and “Small-Group Time,” p. 86	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
Children demonstrate resiliency skills	<ul style="list-style-type: none"> Display a sense of humor at appropriate times 	Foundation chapter: “Gardner: Multiple Intelligences,” pp. 9–11 Foundation chapter: “Learning and Resiliency,” pp. 13–14	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

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	<ul style="list-style-type: none"> Adjust to new situations 	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school
	<ul style="list-style-type: none"> Demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults 	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Chapter 3: “People and How They Live,” pp. 147–148, 150	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
	<ul style="list-style-type: none"> Is persistent, and displays problem solving skills. 	Chapter 3: “Process Skills,” pp. 161–162	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
	<ul style="list-style-type: none"> Have a strong belief in self and can talk about self in the future 	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights 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

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Domain: Language and Literacy			
I. Listening and Speaking			
<i>Listening and Speaking</i> Children comprehend oral directions and explanations	<ul style="list-style-type: none"> Follow directions of two or more steps 	Chapter 1: “Language Development,” p. 22 Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
	<ul style="list-style-type: none"> Demonstrate understanding of explanations 	Chapter 1: “Language Development,” p. 22 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178 Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness	<ul style="list-style-type: none"> Hear syllables in words Identify words that rhyme in songs, nursery rhymes, poems, and stories Produce (make up) rhymes Discriminate sounds as being the same or different 	Chapter 3: “Phonological Awareness,” pp. 127–128, 132 Chapter 10: “Literacy: Phonological Awareness,” p. 362 Chapter 10: “Select Books That Help Children Gain Knowledge of the Alphabet and Phonological Awareness,” p. 357 Chapter 10: “Reading Books to Children,” pp. 370–373	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words

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Children ask questions for a variety of purposes and answer questions of peers and adults	<ul style="list-style-type: none"> Ask questions to get information, ask for help, clarify something that is not understood 	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178: “Talking With Children About Their Work,” p. 177, “Asking Children Open-Ended Questions,” pp. 177–178	LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
	<ul style="list-style-type: none"> Answer questions with increasing detail 	Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details
Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary)	<ul style="list-style-type: none"> Use words to describe concrete objects, actions, and feelings Integrate new vocabulary into conversations with peers and adult Use complete and increasingly complex sentences Describe concepts and past and future events Add descriptive words to basic subject, verb, object sentences 	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
	<ul style="list-style-type: none"> Ask questions to acquire new vocabulary 	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding

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Children participate in conversations	<ul style="list-style-type: none"> Engage in back-and-forth discussions about a topic with peers and adults 	Chapter 4: “Talking With Children About Their Work,” p. 177	LANGUAGE DEVELOPMENT—Listening and Speaking
	<ul style="list-style-type: none"> Initiate and/or extend conversations with peers and adults, using multiple exchanges 	Chapter 4: “Asking Children Open-Ended Questions,” pp. 177–178 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
II. Reading			
Children understand and value books and other print materials	<ul style="list-style-type: none"> Listen to a wide variety of age appropriate literature read aloud 	Chapter 3: “Comprehension,” pp. 129–130, 133	LANGUAGE DEVELOPMENT—Reading and Writing
	<ul style="list-style-type: none"> Initiate reading behaviors 	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133	44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively
	<ul style="list-style-type: none"> Answer questions about stories and other print materials 	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133	III. Chooses to read on own; seeks information in books; sees self as reader
	<ul style="list-style-type: none"> Use books and other print materials to find information 	Chapter 10: “Library,” especially “Selecting Materials,” pp. 355–360, “What Children Learn in the Library Area,” pp. 362–364, “Interacting With Children in the Library Area,” pp. 370–375	
Children demonstrate knowledge of and appreciation for books	<ul style="list-style-type: none"> Treat books with care 	Chapter 3: “Knowledge of Print,” p. 128, 132	LANGUAGE DEVELOPMENT—Reading and Writing
	<ul style="list-style-type: none"> Hold books right side up and know that books are read from front to back, top to bottom 	Chapter 10: “Displaying and Caring for Materials,” pp. 360–361	45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
	<ul style="list-style-type: none"> Understand the concept of title, author, and illustrator 	Chapter 10: “Exploring Books,” p. 365 Chapter 10: “Understanding How Stories Work,” p. 366	

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Children demonstrate understanding of print concepts	<ul style="list-style-type: none"> Know that spoken words can be written and read, and written words can be spoken aloud. 	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
	<ul style="list-style-type: none"> Know that print is read from left to right in English and many other languages 	Chapter 10: “Connecting Written Symbols With Sounds,” p. 366	
Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms	<ul style="list-style-type: none"> Identify 10 or more letters 	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Matching Words With the Printed Text,” p. 366 Chapter 10: “Recognizing Printed Words,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
	<ul style="list-style-type: none"> Name letters in own name and in familiar words 		
	<ul style="list-style-type: none"> Find specific letters in words in the environment 		
Children use emerging reading skills to make meaning from print	<ul style="list-style-type: none"> Use pictures as clues to the text 	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Matching Words With the Printed Text,” p. 366 Chapter 10: “Recognizing Printed Words,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
	<ul style="list-style-type: none"> Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 		

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Children comprehend stories and other texts	<ul style="list-style-type: none"> Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book. 	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Listening for Understanding,” p. 365 Chapter 10: “Reading Books to Children,” pp. 370–373	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
	<ul style="list-style-type: none"> Retell story events in sequence 	Chapter 10: “Retelling Stories With Children,” p. 373	
	<ul style="list-style-type: none"> Relate themes and information in books to personal experiences 	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
III. Writing			
Children understand the purposes of writing	<ul style="list-style-type: none"> Dictate ideas and stories 	Chapter 10: “Promoting Children’s Writing,” p. 374	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
	<ul style="list-style-type: none"> Write to convey meaning 		
Children use emergent writing skills to make letters and words in many settings and for many purposes	<ul style="list-style-type: none"> Print own name 	Chapter 10: “Developmental Steps in Writing: Uses Letters That Represent Sounds in Words,” pp. 368	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
	<ul style="list-style-type: none"> Make clear attempts to convey a message in writing 		
	<ul style="list-style-type: none"> Begin to make letter-sound connections 	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Connecting Written Symbols With Sounds,” p. 366 Chapter 10: “Matching Words With the Printed Text,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
	<ul style="list-style-type: none"> Use letter(s) to represent an entire word; use letter strings to represent phrases and sentences 	Chapter 10: “Developmental Steps in Writing,” pp. 367–369	

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Domain: Mathematical Thinking			
Number Concepts Children demonstrate a beginning understanding of number and operations and how they relate to one another	<ul style="list-style-type: none"> • Use one-to-one correspondence • Count with understanding to at least 10 	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315, especially “Collectibles,” p. 300, “Constructive Play,” p. 306, “Interacting With Children in the Toys and Games Area,” pp. 310–312 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence <ul style="list-style-type: none"> I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
	<ul style="list-style-type: none"> • Use numbers to tell how many (number quantity) 		
	<ul style="list-style-type: none"> • Use numbers and counting as a means to solve problems, predict, and measure quantities 		
	<ul style="list-style-type: none"> • Recognize and name numerals up to 10 		
	<ul style="list-style-type: none"> • Quickly recognize quantity of small groups of objects up to 4 		
	<ul style="list-style-type: none"> • Construct sets of a given number using concrete objects (e.g., fingers, counters) 		
	<ul style="list-style-type: none"> • Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of) 		
	<ul style="list-style-type: none"> • Use ordinal numbers and positional words in everyday activities 		

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
<p>Patterns, Functions, and Algebra Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns</p>	<ul style="list-style-type: none"> Sort and classify objects by more than one attribute (color, shape, size, number, etc.) 	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Designs,” p. 258 Chapter 8: “Collectibles,” p. 300 Chapter 8: “Responding to Each Child,” pp. 308–309</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>
	<ul style="list-style-type: none"> Recognize, describe, and copy simple patterns 	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Unit Blocks,” pp. 247–249 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</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>Measurement Children use a variety of nonstandard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume</p>	<ul style="list-style-type: none"> Use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information 	<p>Chapter 2: “Using a Calendar,” p. 85 Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 3: “Technology Tools,” p. 158, 160 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools</p>
	<ul style="list-style-type: none"> Identify appropriate tools of measurement 		

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
	<ul style="list-style-type: none"> Show awareness of time concepts and sequence 	Chapter 2: “Using a Calendar,” p. 85 Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 3: “People and the Past,” p. 149, 151 Chapter 14: “Cooking,” pp. 443–469	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Geometry and Spatial Sense Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape	<ul style="list-style-type: none"> Recognize, name, and describe simple two- and three-dimensional shapes 	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Unit Blocks,” pp. 247–249 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” pp. 252, 268	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
	<ul style="list-style-type: none"> Match, sort, and classify shapes 		
	<ul style="list-style-type: none"> Put together and take apart shapes to make new shapes 		
	<ul style="list-style-type: none"> Create shapes using concrete materials, e.g., straws 	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Unit Blocks,” pp. 247–249 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” pp. 252, 268	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
	<ul style="list-style-type: none"> Describe, name, and interpret distance and position in space; understand and use positional words 	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315	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

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<p>Data Analysis and Probability Children question, collect, organize, represent, interpret, and analyze data to answer questions</p>	<ul style="list-style-type: none"> Graph real objects or pictures of objects (no more than three) as a way to organize information 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
	<ul style="list-style-type: none"> Describe and analyze information from graphs 		

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Domain: Science			
Scientific Inquiry Children develop inquiry and process skills	<ul style="list-style-type: none"> Ask questions, make predictions, and test their predictions 	Chapter 3: “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
	<ul style="list-style-type: none"> Observe and describe cause and effect 	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
	<ul style="list-style-type: none"> Identify and use tools appropriately to explore and investigate 	Chapter 3: “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
	<ul style="list-style-type: none"> Collect, organize, and record information 	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	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

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
	<ul style="list-style-type: none"> Discuss and draw conclusions and form generalizations 	<p>Chapter 3: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
	<ul style="list-style-type: none"> Communicate observations and findings through a variety of methods 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</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 LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges</p>

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Physical Science Children develop an understanding of the physical properties and uses of materials and objects	<ul style="list-style-type: none"> Observe and describe the physical properties of objects and materials 	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <ol style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color, and temperature 		COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects <ol style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures <ol style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Investigate, observe and describe or demonstrate various ways that objects can move and change 		COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect <ol style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas

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Life Science Children will develop an understanding of living things (plants and animals) and what they need to survive	<ul style="list-style-type: none"> Observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats 	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 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 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 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
	<ul style="list-style-type: none"> Observe, describe, compare, and categorize plants and animals 		
	<ul style="list-style-type: none"> Observe and identify the characteristics and needs of living things: humans, animals and plants 		
Earth Science Children develop an understanding of the Earth and the natural environment	<ul style="list-style-type: none"> Observe and describe the natural world around them 	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 3: “People and the Environment,” p. 148, 151 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
	<ul style="list-style-type: none"> Observe and describe how their actions can cause changes in the environment 		COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Domain: Creative Arts			
Movement Children move their bodies with increasing skill to express emotions and rhythms	<ul style="list-style-type: none"> Move their bodies spontaneously to different musical tempos and styles 	Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441	PHYSICAL DEVELOPMENT—Gross Motor 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam
	<ul style="list-style-type: none"> Participate in guided movement activities 		
Dramatic Play Children use imaginative play as a vehicle to express life experiences and familiar stories	<ul style="list-style-type: none"> Use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gesture, sound, speech, and facial expressions 	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking
	<ul style="list-style-type: none"> Create scenarios, props and settings for original dramatizations and dramatic play. 		36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
Art Children explore and gain increasing control over a variety of art media, using them to express their ideas	<ul style="list-style-type: none"> Gain ability to use a variety of media (paint, play dough, clay, etc.) 	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	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
	<ul style="list-style-type: none"> Progress in abilities to create drawings, paintings, and models that are more detailed, organized, controlled, and/or realistic 		PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name

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	<ul style="list-style-type: none"> Begin to notice and express opinions about artistic products and different techniques; choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it 	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
Music Children express themselves through music and develop an appreciation for different forms of music	<ul style="list-style-type: none"> Listen to and enjoy a variety of music 	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
	<ul style="list-style-type: none"> Sing a variety of songs within children’s vocal range, independently and with others 		
	<ul style="list-style-type: none"> Use a variety of instruments to create musical sounds 		

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Domain: Physical Development, Health, and Safety			
Gross Motor Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination	<ul style="list-style-type: none"> Demonstrate balance and coordination in large-muscle movement: running, hopping, jumping, galloping 	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494 Chapter 16: “Creating and Using the Outdoor Environment,” pp. 496–510 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <ol style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination
	<ul style="list-style-type: none"> Perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder 		PHYSICAL DEVELOPMENT—Gross Motor 15. Shows balance while moving <ol style="list-style-type: none"> 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 16. Climbs up and down <ol style="list-style-type: none"> 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) <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
	<ul style="list-style-type: none"> Combine and coordinate large-muscle movements 		16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Fine Motor Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control	<ul style="list-style-type: none"> Perform fine motor tasks that require small-muscle strength and control 	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “How Block Play Promotes Physical Development: Fine Motor,” pp. 243–244 Chapter 7: “How Dramatic Play Promotes Physical Development: Fine Motor,” pp. 271–272 Chapter 8: “How Playing With Toys and Games Promotes Physical Development: Fine Motor,” pp. 295–296	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands <ol style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination
	<ul style="list-style-type: none"> Use eye-hand coordination to perform fine motor tasks 	Chapter 9: “How Art Promotes Physical Development: Fine Motor,” pp. 317–318 Chapter 10: “How the Library Area Promotes Physical Development: Fine Motor,” pp. 351–352	PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement <ol style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail
	<ul style="list-style-type: none"> Use a pincer grip to grasp and manipulate writing, drawing, and painting tools 	Chapter 11: “How the Discovery Area Promotes Physical Development: Fine Motor,” pp. 381–382 Chapter 12: “How Sand and Water Play Promote Physical Development: Fine Motor,” pp. 403–404 Chapter 14: “How Cooking Experiences Promote Physical Development: Fine Motor,” pp. 443–444 Chapter 15: “How Computer Play Promotes Physical Development: Fine Motor,” pp. 471–472	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing <ol style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Sensorimotor Children use sensory information to guide motion	<ul style="list-style-type: none"> Use what they know about objects' attributes to manipulate them 	Chapter 1: "Physical Development: Fine Motor," p. 20 Chapter 6: "Blocks," pp. 243–269 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 8: "Toys and Games," pp. 295–315 Chapter 9: "Art," pp. 317–349 Chapter 10: "Library," pp. 351–379 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Chapter 15: "Computers," pp. 471–491	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
	<ul style="list-style-type: none"> Use their senses to plan and carry out movements 	Chapter 1: "Physical Development," p. 20 Chapter 3: "Spaces and Geography," pp. 146–147, 150 Sections in all Interest Area chapters: "How ___ Promotes Development: Physical Development;" "Connecting ___ With Curriculum Objectives: Physical Development"	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 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

DC Standards	DC Performance Indicators: Children will	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
<p>Health and Safety Children practice behaviors that promote their health and safety</p>	<ul style="list-style-type: none"> Perform basic hygiene and self-help tasks with increasing skill 	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89 Chapter 2: “Mealtimes,” pp. 89–91 Chapter 2: “Rest Time,” pp. 91–92 Chapter 14: “Cooking,” pp. 443–469</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
	<ul style="list-style-type: none"> Be aware of and follow health and safety rules 	<p>Chapter 16: “Keeping Slides and Swings Safe,” p. 507 Chapter 16: “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
	<ul style="list-style-type: none"> Be aware of and follow emergency procedures 	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
	<ul style="list-style-type: none"> Begin to understand that foods have different nutritional values 	<p>Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living