

**Alignment of the Florida School Readiness Performance Standards for Preschool: Four-Year-Olds (Updated March 2005)  
With *The Creative Curriculum*® for Preschool and the  
Goals, Objectives, and Developmental Steps 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.

This document reflects the Recommended Revisions adopted by the Florida State Board of Education on March 15, 2005.

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**References**

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Florida School Readiness Perform. Standards—Four-Year-Olds	The Creative Curriculum®	Creative Curriculum® Objectives and Developmental Steps
<b>I. PHYSICAL HEALTH</b>		
<b>A. PHYSICAL HEALTH</b>		
<p><b>1. Shows characteristics of good health to facilitate learning.</b>            Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate:</p> <ul style="list-style-type: none"> <li>• physical stature within the typical range;</li> <li>• active participation in daily events;</li> <li>• ability to coordinate eye-hand movements;</li> <li>• large motor skills such as jumping, hopping, running.</li> </ul>	<p>Foundation Chapter: “Maslow: Basic Needs and Learning; Learning and the Brain,” pp. 2–3, 5–6            Chapter 1: “Physical Development,” p. 20; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26            Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p><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</p> <p><b>PHYSICAL DEVELOPMENT—Fine Motor</b>            20. Coordinates eye-hand movement            I. Performs simple manipulations            II. Performs simple manipulations with increasing control            III. Manipulates materials in a purposeful way, planning and attending to detail</p>
<p><b>2. Shows awareness of personal health and fitness.</b></p>	<p>Chapter 2: “Mealtimes,” pp. 89–91            Chapter 14: “Cooking,” pp. 443–469            Chapter 16: “Outdoors,” pp. 493–522</p>	<p><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</p>
<p><b>3. Demonstrates visual ability to facilitate learning.</b>            A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children’s school days. Examples include:</p> <ul style="list-style-type: none"> <li>• using both eyes in coordination;</li> <li>• holding materials at appropriate distance;</li> <li>• moving eyes rather than head to track;</li> <li>• visual focusing without squinting or strain.</li> </ul>	<p>Chapter 8: “Toys and Games,” pp. 295–315            Chapter 9: “Art,” pp. 317–349            Chapter 10: “Library,” pp. 351–379            Chapter 15: “Computers,” pp. 470–491</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b>            20. Coordinates eye-hand movement            I. Performs simple manipulations            II. Performs simple manipulations with increasing control            III. Manipulates materials in a purposeful way, planning and attending to detail</p>

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<p><b>4. Exhibits auditory ability to facilitate learning.</b> A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. Examples include:</p> <ul style="list-style-type: none"> <li>• participating in listening activities;</li> <li>• selecting listening center activities;</li> <li>• orienting to a speaker when addressed by name;</li> <li>• producing speech that is understandable.</li> </ul>	<p>Chapter 1: “Language Development,” p. 22; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Phonological Awareness,” p. 128, 132 Chapter 10: “Materials for Listening,” pp. 359; “Listening for Understanding,” p. 365; “Listening to Tapes With Children,” p. 374</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 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 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details</p>
<p><b>5. Can perform oral hygiene routines.</b> Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include:</p> <ul style="list-style-type: none"> <li>• recognizing and knowing how to use dental hygiene tools (e.g., toothbrush, floss);</li> <li>• performing flossing procedures with assistance;</li> <li>• performing brushing procedures;</li> <li>• showing a developing understanding of the relationship of nutrition to dental health.</li> </ul>	<p>Chapter 2: “Transition Times,” pp. 88–89</p>	<p><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</p>
<p><b>6. Shows familiarity with the role of a primary health care provider.</b> To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. The child demonstrates this by:</p> <ul style="list-style-type: none"> <li>• in a play setting, appropriately using tools a doctor or nurse might use;</li> <li>• recognizing common medical procedures (weight, measurement of height);</li> <li>• knowing roles of a variety of health care professionals;</li> <li>• naming most of the body parts the medical professional will inspect.</li> </ul>	<p>Chapter 3: “Life Science,” pp. 143–145; “People and How They Live,” pp. 147–148, 150 Chapter 7: “How Dramatic Play Promotes Development,” p. 271; “Creating New Settings for Dramatic Play,” p. 277; “What Children Learn in the Dramatic Play Area: Social Studies,” pp. 281</p>	<p><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 and those who may not  <b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play</p>

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<b>B. KNOWLEDGE OF WELLNESS</b>		
<p><b>1. Shows that basic physical needs are met.</b> Four-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children's:</p> <ul style="list-style-type: none"> <li>• staying awake except during nap time;</li> <li>• wearing clothing appropriate to the weather;</li> <li>• having an overall clean appearance;</li> <li>• exhibiting energy typical of the age.</li> </ul>	<p>Foundation Chapter: "Maslow: Basic Needs and Learning; Learning and the Brain," pp. 2–3, 5–6 Chapter 1: "Physical Development," p. 20; "Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds," pp. 23–26 Chapter 2: "Rest Time," pp. 91–92</p>	<p><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</p>
<p><b>2. Follows basic health and safety rules.</b> Four-year-olds are becoming aware of some health and safety issues. They can begin to learn about their need for food, water, and shelter, and how to keep themselves safe. They enjoy stories about their bodies and other health issues and will discuss these issues with their friends. They show their beginning understanding of health and safety rules by:</p> <ul style="list-style-type: none"> <li>• trying different foods that are introduced by the teacher as nutritious, and discussing with classmates what "nutritious" means;</li> <li>• acting out fire safety procedures (stop, drop, and roll);</li> <li>• carrying scissors and pencils with points down to avoid accidents;</li> <li>• washing their hands after using the toilet or before snack and lunch;</li> <li>• standing far enough away from swings in use to avoid injury;</li> <li>• discussing the roles of dentists, doctors, and nurses in keeping people healthy;</li> <li>• covering their mouths when coughing.</li> </ul>	<p>Chapter 2: "Mealtimes," pp. 89–91; "Developing Rules for a Classroom Community," pp. 108–110 Chapter 3: "Life Science," pp. 143–144, 145; "People and How They Live," pp. 147–148, 150 Chapter 14: "Cooking," pp. 443–469 Chapter 16: "Playground Structures," pp. 505–508; "Keeping Slides and Swings Safe," p. 507</p>	<p><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 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules</p>
<p><b>3. Performs some self-care tasks independently.</b> Four-year-olds love performing self-care tasks and daily routines on their own. Sometimes they need guidance to avoid becoming silly or to remember what they are doing. They forget rules easily because they are busy with other thoughts, but they can usually meet expectations after verbal reminders. They show growing self-care skills by:</p> <ul style="list-style-type: none"> <li>• using the toilet independently;</li> <li>• washing and drying hands with only occasional reminders;</li> <li>• managing dressing tasks independently (such as putting on coats, pants, and boots);</li> <li>• pouring juice or milk from a small pitcher without spilling;</li> <li>• mastering zippers, buttons and some buckles (tying shoes is not yet expected);</li> <li>• using tissues to wipe their noses and throwing the tissues in the wastebasket.</li> </ul>	<p>Chapter 1: "Physical Development: Fine Motor," p. 20; "Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds: Social/Emotional Development," pp. 23–26 Chapter 2: "Transition Times," pp. 88–89; "Mealtimes," pp. 89–91</p>	<p><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</p>

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<b>II. APPROACHES TO LEARNING</b>		
<b>A. EAGERNESS &amp; CURIOSITY</b>		
<p><b>1. Shows eagerness and curiosity as a learner.</b> Most four-year-olds are naturally curious and continually ask questions about everything they encounter. They display growing maturity when they respond to answers to their questions by asking for clarification or additional information, rather than saying “Why? Why?” Examples include:</p> <ul style="list-style-type: none"> <li>• showing interest in stories and events related by other children;</li> <li>• being excited and curious about new things in the classroom, such as a collection of leaves or shells from the sea shore;</li> <li>• looking at a picture of a castle and trying to reproduce it with blocks;</li> <li>• continuing a discussion by asking related questions or making comments;</li> <li>• asking how water makes the wheel turn at the water table.</li> </ul>	<p>Foundation Chapter: “Erikson: The Emotions and Learning,” pp. 3–4; “Piaget: Logical Thinking and Reasoning,” pp. 6–8; “Smilansky: The Role of Play in Learning,” pp. 11–13” Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”</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>
<b>B. PERSISTENCE</b>		
<p><b>1. Attends to tasks and seeks help when encountering a problem.</b> Four-year-olds attend to most tasks for short periods of time (10–20 minutes). They will persist longer when they have chosen the activity. Learning to work until tasks are finished or problems are solved is often difficult for this age group. Ways that children show persistence and willingness to accept help in problem-solving include:</p> <ul style="list-style-type: none"> <li>• paying attention to songs and stories during circle time;</li> <li>• raising their hands or touching the teacher’s arm to indicate that they need help;</li> <li>• trying to start the zippers on their coats repeatedly until they can do the task without help;</li> <li>• following teacher or peer suggestions for solving a problem (for example, understanding that putting another block at the base of the tower would make it more stable);</li> <li>• completing favorite puzzles over and over again;</li> <li>• beginning to put the blocks away and asking for help to finish more quickly;</li> <li>• accepting help from the teacher when putting together a difficult puzzle.</li> </ul>	<p>Chapter 1: “What Preschool Children Are Like: Social Development,” pp. 18–26 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>	<p><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</p> <p><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</p>

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<p><b>C. CREATIVITY/INVENTIVENESS</b></p> <p><b>1. Approaches tasks with flexibility and inventiveness.</b>  Four-year-olds, who are most comfortable with repetition and familiar people and places, often do not understand that there are different ways to work with materials or to solve problems. They are just beginning to understand that there are many possible ways to accomplish a task. Children show flexibility and willingness to try new ideas by:</p> <ul style="list-style-type: none"> <li>• using two short cardboard tubes as binoculars in the dramatic play area;</li> <li>• trying to staple pieces of paper together after unsuccessfully trying to tape them together;</li> <li>• trying several different ways to form play dough into a specific object such as a birthday cake or snowman;</li> <li>• using prior experience to figure out what to do in present situations (for example, asking the teacher for red paint to color the play dough because last week the teacher made the play dough green with green paint);</li> <li>• experimenting with a brush to find ways to keep paint from dripping;</li> <li>• implementing the suggestions of others (for example, playing a different role than usual during dramatic play).</li> </ul>	<p>Chapter 1: “What Preschool Children Are Like,” p. 18–26  Chapter 2: “Equipping Interest Areas,” p. 65; “Choice Time,” pp. 87–88  Chapter 3: “Process Skills,” pp. 161–162  Section in all Interest Area chapters:  “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>23. Approaches problems flexibly  I. Finds multiple uses for classroom objects  II. Experiments with materials in new ways when first way doesn’t work  III. Finds alternative solutions to problems</p> <p>26. Applies knowledge or experience to a new context  I. Draws on everyday experiences and applies this knowledge to similar situations  II. Applies new information or vocabulary to an activity or interaction  III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
<p><b>D. PLANNING/REFLECTION</b></p> <p><b>1. Reflects upon and learns from experiences.</b></p>	<p>Chapter 3: “Process Skills,” pp. 161–162  Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>26. Applies knowledge or experience to a new context  I. Draws on everyday experiences and applies this knowledge to similar situations  II. Applies new information or vocabulary to an activity or interaction  III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>

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2. Sets simple goals and follows through with plans.	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	<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>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 24. Shows persistence in approaching tasks <ul style="list-style-type: none"> <li>I. Sees simple tasks through to completion</li> <li>II. Continues to work on task even when encountering difficulties</li> <li>III. Works on task over time, leaving and returning to complete it</li> </ul>

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<b>III. SOCIAL &amp; EMOTIONAL</b>		
<b>A. SELF CONCEPT</b>		
<p><b>I. Demonstrates self-confidence.</b>  Many preschool children come to school with a positive sense of self, certain they will be liked. Others need time to observe and opportunities to learn how to play in a group setting. Confident four-year-olds will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom. They display a positive sense of self by:</p> <ul style="list-style-type: none"> <li>• showing excitement when the teacher announces that they will be going on a field trip;</li> <li>• singing songs at circle time;</li> <li>• teaching a word in sign language to a classmate;</li> <li>• entering the dramatic play area and choosing a role that fits the play of others;</li> <li>• sitting at the art table and exchanging ideas and thoughts, even when the discussion is unrelated to the artwork they are making;</li> <li>• adapting to playground games and becoming part of the action.</li> </ul>	<p>Chapter 1: “How Children Develop and Learn,” pp. 18–59  Chapter 2: “Choice Time,” pp. 87–88; “Creating a Classroom Community,” pp. 102–122; “Validate Children’s Accomplishments and Progress,” pp. 104–105  Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b>  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</p> <p><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</p>

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<p><b>2. Shows some self-direction.</b>  Four-year-olds often seem independent because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. Four-year-olds can make simple choices among activities, but occasionally need support in trying new classroom activities. Examples of initiative and independence include:</p> <ul style="list-style-type: none"> <li>• finding materials with which to work, such as scissors, tape, and markers, for acting on an idea or desire (for example, making a pretend camera for “taking pictures”);</li> <li>• finding and putting on one’s own jacket before going outdoors;</li> <li>• deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks;</li> <li>• trying a new activity (for example, soap painting or a cooking project), and pursuing it for a meaningful period of time;</li> <li>• playing with different children rather than the same friend or friends every day;</li> <li>• choosing one activity out of several and becoming involved with it;</li> <li>• responding positively to suggestions to try something new.</li> </ul>	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81;  Chapter 2: “Choice Time,” pp. 87–88  Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—  Responsibility for Self and Others</b></p> <p>5. Demonstrates self-direction and independence</p> <ol 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> </ol>
<b>B. SELF CONTROL</b>		
<p><b>1. Follows simple classroom rules and routines.</b>  Four-year-olds find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show their acceptance and understanding of rules and routines by:</p> <ul style="list-style-type: none"> <li>• waiting patiently until someone leaves the water table when the rule is “only four people at a time”;</li> <li>• independently going to the circle area after clean-up;</li> <li>• clearing off their places at the snack table by taking their cups to the designated place and throwing away their napkins and leftovers with few reminders;</li> <li>• turning off the tape recorder after listening to a story;</li> <li>• removing a finished painting from the easel and knowing where to hang it up to dry;</li> <li>• holding hands when crossing a street that has no traffic light or crossing guard;</li> <li>• washing hands before snack.</li> </ul>	<p>Chapter 2: “Transition Times,” pp. 88–89; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—  Responsibility for Self and Others</b></p> <p>8. Follows classroom routines</p> <ol 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> </ol> <p>9. Follows classroom rules</p> <ol style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ol>

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<p><b>2. Uses classroom materials carefully.</b> In school, children are encouraged to take care of the materials they are using and keep the classroom in order. Four-year-olds are just beginning to take on this responsibility independently, although they need frequent reminders. Children show responsibility for materials by:</p> <ul style="list-style-type: none"> <li>• helping to clean up by sweeping around the sand table;</li> <li>• putting blocks away in designated places when the teacher announces it is clean-up time;</li> <li>• looking at books carefully and putting them back on the shelf when finished;</li> <li>• handling objects on the Discovery Table carefully;</li> <li>• exploring the teacher’s guitar gently, thoughtfully, and with care.</li> </ul>	<p>Chapter 2: “Equipping Interest Areas,” p. 65; “Displaying and Labeling Materials,” pp. 65–67; “Caring for the Classroom and Children’s Work,” pp. 73–75 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 9: “Displaying and Storing Art Materials and Children’s Artwork,” pp. 332–333 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT— Responsibility for Self and Others</b></p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> <li>I. Uses materials in appropriate ways</li> <li>II. Puts away used materials before starting another activity</li> <li>III. Begins to take responsibility for care of the classroom environment</li> </ul>
<p><b>3. Manages transitions.</b> Four-year-olds sometimes are upset when routines change or things are done differently. They manage transitions most successfully when they are told what to expect in advance. Children show they are learning to manage transitions by:</p> <ul style="list-style-type: none"> <li>• using a routine, such as waving from the window or blowing a kiss goodbye, to manage the transition from home to school;</li> <li>• accepting transitions with little or no protest;</li> <li>• moving from free play to clean-up with ease and purposefulness;</li> <li>• helping the teacher give transition signals;</li> <li>• cleaning up ahead of schedule because a visitor has come to lead a special group time.</li> </ul>	<p>Chapter 1: “What Preschool Children Are Like: Social/Emotional Development,” pp. 18–19, 23, 24, 25 Chapter 1: “Temperament,” pp. 28–30 Chapter 2: “Transition Times,” pp. 88–89</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>1. Shows ability to adjust to new situations</p> <ul style="list-style-type: none"> <li>I. Treats arrival and departure as routine parts of the day</li> <li>II. Accepts changes in daily schedules and routines</li> <li>III. Functions with increasing independence in school</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>

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<b>C. INTERACTION WITH OTHERS</b>		
<p><b>1. Interacts easily with one or more children.</b> At age four, preschoolers are beginning to make the transition from parallel play to cooperative play. Taking turns, sharing, and conversing during play are new skills for many four-year-olds. They are developing special friendships and starting to understand that it is possible to have more than one friend at a time. Examples of interaction skills include:</p> <ul style="list-style-type: none"> <li>• playing with whomever is in the dramatic play area rather than only playing there when alone or with a special friend;</li> <li>• making decisions with another child about who will put out the cups and napkins and how many they will need;</li> <li>• working cooperatively with another child who is painting on the same side of the easel;</li> <li>• removing the toys from the sand table with a friend in order to start a new project;</li> <li>• talking (or using alternative communication) with another child to plan ways to build a block structure;</li> <li>• using rhythm instruments with several children.</li> </ul>	<p>Chapter 1: “What Preschool Children Are Like: Social/Emotional Development,” pp. 18–19, 23, 24, 25 Chapter 2: “Creating a Classroom Community,” pp. 102–122 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> <li>I. Works/plays cooperatively with one other child</li> <li>II. Successfully enters a group and plays cooperatively</li> <li>III. Maintains an ongoing friendship with at least one other child</li> </ul> <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>
<p><b>2. Forms friendships with peers.</b></p>	<p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> <li>I. Works/plays cooperatively with one other child</li> <li>II. Successfully enters a group and plays cooperatively</li> <li>III. Maintains an ongoing friendship with at least one other child</li> </ul>

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<p><b>3. Participates in the group life of the class.</b>  Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water table, are discussed with them in advance and if they have a part in establishing expectations. Four-year-olds are just beginning to play simple board and card games with rules. They show a growing ability to participate in the group life of the class by:</p> <ul style="list-style-type: none"> <li>• readily joining circle times, participating in clean-up time, and going to snack when it is ready;</li> <li>• noticing that a friend needs help putting away the blocks and going over to help, even though they had not played in the block area;</li> <li>• recognizing that a classmate is absent and asking the teacher about it;</li> <li>• suggesting silly and funny ideas for open-ended songs such as “Aiken Drum” or suggesting the animals for choruses of “Old MacDonald Had a Farm”;</li> <li>• playing simple Lotto games or board games, such as Candy Land;</li> <li>• following the rules for leaving the classroom to go to the bathroom or another room in the building;</li> <li>• bringing in several vegetables from home to make stone soup with their classmates and giving the vegetables to the teacher when it is time to cook.</li> </ul>	<p>Chapter 2: “Daily Events,” pp. 82–92;  “Small-Group Time,” p. 86;  Promoting Positive Relationships in the Classroom,” pp. 102–108;  “Developing Rules for a Classroom Community,” pp. 108–110  Sections in all Interest Area chapters:  “How ___ Promotes Development: Social/Emotional Development;”  “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—  Responsibility for Self and Others</b></p> <p>8. Follows classroom routines</p> <ol 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> </ol> <p>9. Follows classroom rules</p> <ol style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ol>

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<p><b>4. Shows empathy and caring for others.</b>            At four years of age, many children show that they are aware of the feelings of their classmates. Other four-year-olds need to be taught to notice their peers and to understand the emotions and experiences of others. Children this age are generally better able to show caring for real people or book characters than abstract ideas or situations. Examples of caring behavior include:</p> <ul style="list-style-type: none"> <li>• volunteering to sit next to a new child and helping the child with the procedures for snack;</li> <li>• expressing sadness to a friend whose pet has died;</li> <li>• going over to a friend who has fallen and giving comfort;</li> <li>• expressing appropriate feelings (joy, sadness, fear) for characters in a story;</li> <li>• getting help for classmates who cannot get their boots on or cannot find their paintings to take home;</li> <li>• showing acceptance and support of a classmate with a physical disability.</li> </ul>	<p>Chapter 1: “What Preschool Children Are Like: Social/Emotional Development,” pp. 18–19, 23, 24, 25            Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122            Chapter 7: “How Dramatic Play Promotes Development,” p. 271</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ul style="list-style-type: none"> <li>I. Is aware of other children’s feelings and often responds in a like manner</li> <li>II. Shows increasing awareness that people may have different feelings about the same situation</li> <li>III. Recognizes what another person might need or want</li> </ul> <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>
<b>D. RELATIONSHIPS WITH FAMILIAR ADULTS</b>		
<p><b>1. Responds appropriately to adults.</b></p>	<p>Chapter 2: “Building a Relationship With Each Child,” pp. 103–105            Chapter 4: “Large-Group Instruction,” pp. 183–185            Chapter 4: “Small-Group Instruction,” pp. 185–187            Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> <li>I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy</li> <li>II. Regards parents and teachers as resources and positive role models</li> <li>III. Knows the difference between adults who can help and those who may not</li> </ul>
<p><b>2. Forms positive relationships with familiar adults.</b></p>	<p>Chapter 1: “What Preschool Children Are Like: Social/Emotional Development,” pp. 18–19, 23, 24, 25            Chapter 2: “Building a Relationship With Each Child,” pp. 103–105            Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> <li>I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy</li> <li>II. Regards parents and teachers as resources and positive role models</li> <li>III. Knows the difference between adults who can help and those who may not</li> </ul>

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<p><b>E. SOCIAL PROBLEM-SOLVING</b></p> <p><b>1. Seeks adult help when needed to resolve conflicts.</b>  Four-year-olds need a great deal of adult support and guidance in learning how to settle conflicts (for example, how to share a limited amount of materials or deciding who will get to go outside first). Their natural responses are physical, such as hitting, kicking, or throwing. They are beginning to learn alternatives from adults who suggest and model ways to use words and other simple formulas. Children show they are gaining awareness of alternatives by:</p> <ul style="list-style-type: none"> <li>• asking an adult to help when another child wants the same truck or when other children keep pushing in the line waiting for a turn on the slide;</li> <li>• using words suggested by an adult to express anger, such as, “I don’t like it when you push me” or “That makes me mad!”;</li> <li>• asking a child to return a toy he or she has grabbed, and turning to an adult for help when the child refuses;</li> <li>• giving alternatives to friends, such as, “I’m playing with these, you play with those”;</li> <li>• asking the teacher to use a timer to decide when one child’s turn on the bike ends and their own turn begins;</li> <li>• using facial expressions or gestures to communicate needs or to resolve conflicts;</li> <li>• using words to explain that the sand table is full because only two children are allowed at a time;</li> <li>• negotiating with other children to solve a problem with the teacher’s support.</li> </ul>	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>4. Stands up for rights</p> <ol 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> </ol> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>13. Uses thinking skills to resolve conflicts</p> <ol style="list-style-type: none"> <li>I. Accepts compromise when suggested by peer or teacher</li> <li>II. Suggests a solution to solve a problem; seeks adult assistance when needed</li> <li>III. Engages in a process of negotiation to reach a compromise</li> </ol>

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<b>IV. LANGUAGE AND COMMUNICATION</b>		
<b>A. LISTENING</b>		
<p><b>1. Gains meaning by listening.</b>  Four-year-olds gain knowledge about their world by watching and listening. They acquire the skill to listen not only when they are spoken to one-on-one by adults and peers, but also to listen when they are spoken to as part of a group. This “group listening skill” is important for learning and acquiring information in school settings. Listening with understanding is enhanced as stories are read to large and small groups and as children participate in singing and chanting activities. Children show their developing listening skills by:</p> <ul style="list-style-type: none"> <li>• carrying on a conversation with another person that extends a thought or idea expressed to the group earlier;</li> <li>• responding to stories read to the whole class, rather than responding only when read to as part of a small group;</li> <li>• understanding a change in the morning activity schedule described by the teacher;</li> <li>• watching and listening to a video and discussing the story later in the day;</li> <li>• listening to audio-taped stories and showing understanding through body language, pointing to appropriate pictures, or retelling what they heard.</li> </ul>	<p>Chapter 1: “Second Language Learners,” pp. 38–41  Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” pp. 131, 133  Chapter 4: “Teaching Second Language Learners,” pp. 181–183  Chapter 10: “Materials for Listening,” pp. 359; “Skills for Engaging With Books,” pp. 365–366; “Listening for Understanding,” p. 365; “Listening to Tapes With Children,” p. 374  Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  43. Actively participates in conversations  I. Responds to comments and questions from others  II. Responds to others’ comments in a series of exchanges  III. Initiates and/or extends conversations for at least four exchanges</p> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b>  44. Enjoys and values reading  I. Listens to stories being read  II. Participates in story time interactively  III. Chooses to read on own; seeks information in books; sees self as reader</p>
<p><b>2. Follows two- or three-step directions.</b>  Remembering and following directions is critical for preschool children’s independent functioning in educational settings. Four-year-olds are beginning to follow simple two- and three-step directions with relative ease. They also respond to group directions rather than always needing individual instruction. Four-year-olds show they can follow directions by:</p> <ul style="list-style-type: none"> <li>• responding to the instruction to the class, “Go get your jackets and when you are dressed, sit down on the rug”;</li> <li>• repeating an instruction to a friend;</li> <li>• following directions on a tape or CD to perform various movements;</li> <li>• following directions given to the class to “Take this note about our class trip home, ask your family to read it, have a family member sign it, and bring it back to me”;</li> <li>• following directions given by the teacher to “Go wash your hands and then sit down at the table.”</li> </ul>	<p>Chapter 2: “Transition Times,” pp. 88–89  Chapter 4: “Teacher-Directed Learning,” pp. 174–175</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  40. Understands and follows oral directions  I. Follows one-step directions  II. Follows two-step directions  III. Follows directions with more than two steps</p>

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<p><b>B. SPEAKING</b></p> <p><b>1. Speaks clearly enough to be understood without contextual clues.</b>            By four years of age, children usually speak with sufficient clarity so that it is easy to understand what they are saying without the help of additional information or gestures. Four-year-olds generally use correct syntax, but sometimes over generalize rules (for example, “We goed to the store.”). Although they may still make some articulation errors, the length of their utterances and the grammatical complexity of their language is increasing. Evidence of this includes:</p> <ul style="list-style-type: none"> <li>• speaking clearly enough so that a classroom visitor knows what they are saying;</li> <li>• accurately delivering a message from home to the teacher;</li> <li>• using common social conventions, such as “please” or “thank you,” although often needing reminders;</li> <li>• communicating in a way that other children understand what is being said without constantly having to ask, “What did you say?”;</li> <li>• telling the class about the trip to visit their grandmother;</li> <li>• using sign language to indicate who they want to sit next to on the trip to the orange grove.</li> </ul>	<p>Chapter 1: “Second Language Learners,” pp. 38–41            Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132            Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178;            “Teaching Second Language Learners,” pp. 181–183            Sections in all Interest Area chapters:            “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”            Section in all Interest Area chapters:            “The Teacher’s Role: Interacting With Children in the ___ Area”</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences            I. Uses simple sentences (3–4 words) to express wants and needs            II. Uses longer sentences (5–6 words) to communicate            III. Uses more complex sentences to express ideas and feelings</p> <p>43. Actively participates in conversations            I. Responds to comments and questions from others            II. Responds to others’ comments in a series of exchanges            III. Initiates and/or extends conversations for at least four exchanges</p>
<p><b>2. Uses increasingly complex phrases and sentences.</b></p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132            Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178            Sections in all Interest Area chapters:            “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”            Section in all Interest Area chapters:            “Interacting With Children in the ___ Area”</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences            I. Uses simple sentences (3–4 words) to express wants and needs            II. Uses longer sentences (5–6 words) to communicate            III. Uses more complex sentences to express ideas and feelings</p>

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<b>C. VOCABULARY</b>		
1. Shows an understanding of words and their meanings.	Chapter 1: “Language Development,” p. 22 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 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
2. Uses an expanded vocabulary to describe many objects, actions, and events.		
<b>D. SENTENCES AND STRUCTURE</b>		
1. Uses age-appropriate grammar in conversations.	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”	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
2. Connects phrases and sentences to build ideas.		
<b>E. CONVERSATION</b>		
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems.	Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

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<p><b>2. Initiates, asks questions, and responds to adults and peers in a variety of settings.</b></p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86            Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;”            “Connecting ___ With Curriculum Objectives: Language Development”            Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>41. Answers questions            I. Answers simple questions with one or two words            II. Answers questions with a complete thought            III. Answers questions with details</p> <p>42. Asks questions            I. Asks simple questions            II. Asks questions to further understanding            III. Asks increasingly complex questions to further own understanding</p>
<p><b>3. Uses appropriate language and style for context.</b></p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences            I. Uses simple sentences (3–4 words) to express wants and needs            II. Uses longer sentences (5–6 words) to communicate            III. Uses more complex sentences to express ideas and feelings</p> <p>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>

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<b>V. EMERGENT LITERACY</b>		
<b>A. EMERGENT READING</b>		
<b>1. Shows motivation for reading.</b>	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
<b>2. Shows age-appropriate phonological awareness.</b>	Chapter 3: “Phonological Awareness,” pp. 127–128, 132	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 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
<b>3. Shows alphabetic knowledge.</b>	Chapter 3: “Letters and Words,” p. 129, 133	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
<b>4. Shows understanding of text read aloud.</b>	Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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<b>B. EMERGENT WRITING</b>		
<b>1. Shows motivation to engage in written expression.</b>	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
<b>2. Uses letter-like shapes, symbols, and letters to convey meaning.</b>	Chapter 10: “Developmental Steps in Writing,” pp. 367–369	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
<b>3. Demonstrates age-appropriate ability to write letters.</b>	Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374; “Should Formal Handwriting Instruction be Taught in Preschool?” p. 377	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
<b>4. Shows knowledge of structure of written composition.</b>	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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

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<b>VI. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b>		
<b>SUBDOMAIN VI.A: MATHEMATICAL THINKING</b>		
<b>A. MATHEMATICAL PROCESSES</b>		
<p><b>I. Begins to use simple strategies to solve mathematical problems.</b>  Four-year-olds encounter real life mathematical problems throughout the day: How many cartons of milk do we need for snack? How can I fit these boxes together? How many days until we go to the zoo? With guidance, and in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways, and offer basic explanations for their solutions. Examples include:</p> <ul style="list-style-type: none"> <li>• asking a friend if there are “more people in your house or in mine?”;</li> <li>• trying to find a way to keep building a house with blocks, even though the long rectangular blocks have all been used;</li> <li>• asking a friend for a particular pattern block to complete a design;</li> <li>• figuring out how many small cups it takes to fill the pitcher at the water table;</li> <li>• wondering aloud how they can make their balls of play dough into a snake as long as the teacher’s;</li> <li>• deciding who is older if one child is 4 and another is 4½;</li> <li>• guessing that there are enough cups for everyone;</li> <li>• making a pattern of colored lines—red, yellow, red, yellow—at the art table.</li> </ul>	<p>Chapter 1: “Cognitive Development,” p. 21; “Ages and Stages of Development: Five-Year-Olds,” pp. 25–26</p> <p>Chapter 3: “Mathematics,” pp. 134–141; “Process Skills,” pp. 161–162</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>26. Applies knowledge or experience to a new context</p> <ol 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> </ol>

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<p><b>B. PATTERNS, RELATIONSHIPS, AND FUNCTIONS</b></p>		
<p><b>1. Sorts objects into subgroups that vary by one or two attributes.</b>  Children this age enjoy sorting and classifying because these activities help them gain control of their world by ordering it. After learning to sort objects by one attribute, some four-year-olds begin to sort by two attributes (for example, putting all the big circles here, the big triangles there, and the small circles here). Sorting and classifying introduce children to the order of mathematical thinking. As they play, children show their emerging understanding of order by:</p> <ul style="list-style-type: none"> <li>• sorting the pegs according to color;</li> <li>• sorting all the Lotto cards into piles of people and piles of animals;</li> <li>• putting all the markers in one box and all the pencils in another box;</li> <li>• sorting the buttons, beads, or pegs into egg cartons, with each compartment holding a different color or size;</li> <li>• describing a group of objects according to a common attribute;</li> <li>• sorting pattern blocks according to shape and color.</li> </ul>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162  Chapter 6: “How Block Play Promotes Development: Cognitive Development,” pp. 243–245  Chapter 8: “How Playing With Toys and Games Promotes Development: Cognitive Development,” pp. 295–297  Chapter 11: “How the Discovery Area Promotes Development: Cognitive Development,” pp. 381–383  Chapter 12: “How Sand and Water Play Promote Development: Cognitive Development,” pp. pp. 403–405  Chapter 14: “How Cooking Experiences Promote Development: Cognitive Development,” pp. 443–445  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>  27. Classifies objects  I. Sorts objects by one property such as size, shape, color, or use  II. Sorts a group of objects by one property and then by another  III. Sorts objects into groups/subgroups and can state reason</p>
<p><b>2. Recognizes simple patterns and duplicates them.</b>  Like sorting and classifying, recognizing and creating patterns also introduce children to the concept of order in the world. Four-year-olds’ natural curiosity can be directed toward recognition of patterns. They can copy simple patterns with sounds and objects. Children show their recognition of patterns by:</p> <ul style="list-style-type: none"> <li>• copying a sound pattern of two claps and a pause, then one clap and a pause;</li> <li>• seeing the “o x o x” shapes on a border and copying the pattern with crayons;</li> <li>• drawing dots on a paper in a repeating pattern (for example, green, blue, green, blue);</li> <li>• recognizing the pattern in a predictable book and saying the next line before turning the page;</li> <li>• predicting the next item in a simple AB pattern;</li> <li>• stringing beads in a repeating pattern according to color, shape, or size;</li> <li>• commenting that several children are wearing red shirts;</li> <li>• making a pattern while finger painting.</li> </ul>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Process Skills,” pp. 161–162  Chapter 6: “How Block Play Promotes Development: Cognitive Development,” pp. 243–245  Chapter 8: “How Playing With Toys and Games Promotes Development: Cognitive Development,” pp. 295–297  Chapter 9: “How Art Promotes Development: Cognitive Development,” pp. 317–319  Chapter 10: “How the Library Area Promotes Development: Cognitive Development,” pp. 351–353  Chapter 13: “How Music and Movement Promote Development: Cognitive Development,” pp. 423–425  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>  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>

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<p><b>C. ANALYSIS</b></p> <p><b>1. Gathers and uses information to ask and answer questions.</b></p>	<p>Chapter 3: “Process Skills,” pp. 161–162  Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189;  “Integrating Learning Through Studies,” pp. 190–198</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>25. Explores cause and effect</p> <ol 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> </ol> <p>26. Applies knowledge or experience to a new context</p> <ol 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> </ol>
<p><b>D. NUMBER AND OPERATIONS</b></p> <p><b>1. Shows beginning understanding of number and quantity.</b>  Four-year-olds can count five to ten objects meaningfully using one-to-one correspondence, and some can count verbally up to 20 or 30. Most four-year-olds understand that the last number named in the collection represents the last object as well as the total number of objects. They are just learning that the next number in the counting sequence is one more than the number just named and continue to explore the meaning of “more” and “less.” Examples include:</p> <ul style="list-style-type: none"> <li>• pointing to each object they count and assigning the appropriate number to it;</li> <li>• recognizing that there are four blocks without counting them;</li> <li>• commenting that there are more cars than tow trucks in the block area;</li> <li>• telling a friend who is first in line, “I am second”;</li> <li>• adding a friend’s two yellow beads to their own two yellow beads and saying, “I have four beads”;</li> <li>• counting footsteps, jumps, or repetitions of exercises;</li> <li>• counting out six yellow trucks from the box of trucks;</li> <li>• counting by rote as high as they can go.</li> </ul>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140  Chapter 8: “Toys and Games,” pp. 295–315  Section in all Interest Area chapters:  “<i>What Children Learn in the ___ Area: Mathematics</i>”</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>33. Uses one-to-one correspondence</p> <ol style="list-style-type: none"> <li>I. Matches pairs of objects in one-to-one correspondence</li> <li>II. Places objects in one-to-one correspondence with another set</li> <li>III. Uses one-to-one correspondence as a way to compare two sets</li> </ol> <p>34. Uses numbers and counting</p> <ol style="list-style-type: none"> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>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)</li> <li>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</li> </ol>

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<p><b>E. GEOMETRY AND SPATIAL RELATIONS</b></p> <p><b>1. Begins to recognize and describe the attributes of shapes.</b>  Four-year-olds begin to notice similarities and differences in the attributes of different shapes if attention is drawn to shapes in the classroom and environment. With encouragement, four-year-olds can recognize different variations of shapes (for example, equilateral triangles and isosceles triangles are all triangles), identify particular shapes in different orientations as being the same shape, and label shapes and discuss their characteristics. Demonstrating familiarity with geometric shapes includes:</p> <ul style="list-style-type: none"> <li>• pointing out a triangle and counting its sides;</li> <li>• labeling shapes by their feel rather than visually (for example, identifying shape blocks in a “feely box”);</li> <li>• locating individual shapes in pictures composed of overlapping shapes;</li> <li>• announcing that a shape on a poster looks like “a triangle with its head cut off”;</li> <li>• matching and sorting shapes;</li> <li>• recognizing an isosceles triangle as a triangle even when it is shown without a horizontal base;</li> <li>• finding all the triangles that are exactly the same size;</li> <li>• copying a shape or series of shapes after seeing them for a few seconds;</li> <li>• identifying and labeling shapes found in the environment;</li> <li>• making pictures with cut-out shapes.</li> </ul>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ol 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> </ol> <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>

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<p><b>2. Shows understanding of and uses several positional words.</b>  Four-year-olds continue to develop spatial sense, which is the awareness of themselves in relation to the people and objects around them. They acquire the vocabulary of position and begin to learn about direction, distance, and location. By age four, children should understand a number of positional and directional words, such as “above,” “below,” “under,” “beside,” and “behind.” They demonstrate this understanding by:</p> <ul style="list-style-type: none"> <li>• knowing where to stand if asked to stand behind a classmate in the line;</li> <li>• putting the bedroom dollhouse furniture in the same arrangement as the furniture in their apartments;</li> <li>• using distance words like “near” and “far”;</li> <li>• verbalizing their positions as they work and play;</li> <li>• going over to sit beside (or in front of) a classmate when asked to do so;</li> <li>• placing felt cutouts of trees, a sandbox, swing, and slide to make a map of the playground;</li> <li>• putting the ball under the chair when asked to do so;</li> <li>• holding the flag above their heads;</li> <li>• using positional words when building block structures, or in musical games.</li> </ul>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150  Chapter 6: “What Children Learn in the Block Area: Mathematics,” p. 253  Chapter 8: “What Children Learn in the Toys and Games Area: Mathematics,” pp. 304–305  Chapter 9: “What Children Learn in the Art Area: Mathematics,” p. 334  Chapter 11: “What Children Learn in the Discovery Area: Mathematics,” pp. 391–392  Chapter 13: “What Children Learn From Music and Movement: Mathematics,” p. 428  Chapter 16: “What Children Learn Outdoors: Mathematics,” pp. 511–512</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>  32. Shows awareness of position in space  I. Shows comprehension of basic positional words and concepts  II. Understands and uses positional words correctly  III. Shows understanding that positional relationships vary with one’s perspective</p>
<p><b>F. MEASUREMENT</b></p>		
<p><b>1. Orders, compares, and describes objects according to a single attribute.</b>  Grouping things based on a single attribute that changes systematically (small to large, short to long, soft to loud) is called seriation. Ordering or seriation requires children to observe and distinguish slight differences among two or three objects. Four-year-olds begin to compare and seriate according to size, length, height, and weight as they explore the properties of things and decide which things are bigger, longer, shorter, or heavier. Demonstration of seriation and comparison skills includes:</p> <ul style="list-style-type: none"> <li>• placing three crayons on the table, from the shortest to the longest, or the fattest to the thinnest;</li> <li>• taking leaves brought in from a class walk and arranging them from biggest to smallest;</li> <li>• noticing which children in the class are taller and which are shorter;</li> <li>• “measuring” with a friend to find out who has the longer string of beads;</li> <li>• figuring out with a classmate who has the bigger cookie;</li> <li>• arranging four children in a line from shortest to tallest;</li> <li>• using measurement words during the school day.</li> </ul>	<p>Chapter 3: “Measurement,” pp. 137–138, 141  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p><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  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>

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<p><b>2. Participates in measuring activities.</b> As four-year-olds learn about their world, they begin to explore length, height, and weight, although understanding weight is still difficult for them. They have limited awareness of time, although many four-year-olds recognize how events are sequenced (first we eat snack, then we have free time, then we go to the gym). Four-year-olds are curious and interested in the measuring tools that adults use and are eager to explore with them. Examples of measuring skills include:</p> <ul style="list-style-type: none"> <li>• measuring the table with unit blocks, and noting that it is four blocks long;</li> <li>• noting that they can fill the large bowl in the sand table with three small cups of sand;</li> <li>• trying to balance the scale by putting various objects on each side;</li> <li>• holding their hands about a foot apart to show how long their play dough snakes are;</li> <li>• using measuring cups and spoons during a classroom cooking activity;</li> <li>• using measuring tools at the workbench or water table;</li> <li>• measuring the length of a block road or the height of a block tower;</li> <li>• knowing that the bus driver will come to pick them up after they play outside;</li> <li>• labeling times of the day as morning or night time.</li> </ul>	<p>Chapter 2: “Daily Events,” pp. 82–92; “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p>	<p><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 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts</p>

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<b>SUBDOMAIN VI.B: SCIENTIFIC THINKING</b>		
<b>A. INQUIRY</b>		
<p><b>1. Asks questions and uses senses to observe and explore materials and natural phenomena.</b></p> <p>Exploration is the heart of the four year old’s world. Looking, touching, lifting, listening, and experimenting are all very natural at this age. They are just beginning to articulate their observations about the world in an organized way. In the course of play, children’s experiences lead them to raise such questions as, “What will happen if...?” With teacher guidance, children can be led to answer questions through further observation, making charts, or otherwise organizing observations into information that helps them understand their explorations. Examples include:</p> <ul style="list-style-type: none"> <li>• exploring at the water or sand table, letting the sand or water run through their fingers, commenting on the way it feels, and noting how fast or slow it flows;</li> <li>• observing ice cubes or snow at room temperature to see what happens;</li> <li>• listening to sounds from outside and identifying the sources (for example, “That’s a truck, that’s an airplane, that’s a dog barking.”);</li> <li>• taking apart a flashlight to see what is inside;</li> <li>• wondering where frost comes from that appears on windows after cold nights;</li> <li>• expressing awe and asking, “Why?” when the cream they shook in a jar turns into butter;</li> <li>• testing magnetism by touching many different objects with a magnet;</li> <li>• mixing colors (paints, markers, food coloring in water) to see what happens;</li> <li>• making sounds by blowing into cardboard tubes of different lengths;</li> <li>• trying to make the water table wheel move by pouring water on it;</li> <li>• observing various things or processes and guessing the answers to “why” and “what” questions.</li> </ul>	<p>Foundation Chapter: “Theory and Research Behind <i>The Creative Curriculum</i>,” pp. 1–15</p> <p>Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>22. Observes objects and events with curiosity</p> <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> <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>

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<p><b>2. Uses simple tools and equipment for investigation.</b>  Four-year-olds are just beginning to plan their investigations. They enjoy using tools that help them focus on an object and define the characteristics they are trying to describe. Children show interest in using tools for scientific investigation by:</p> <ul style="list-style-type: none"> <li>• trying to sift a variety of materials through a sieve to see what will go through and what will not;</li> <li>• using a hand lens to look at ridges on an earthworm;</li> <li>• using an eye dropper to drop color in glasses of water;</li> <li>• getting a better look at a bird at the birdfeeder with binoculars;</li> <li>• observing objects through a hand lens and then through a simple microscope;</li> <li>• using a wire whisk to whip up bubbles in a bowl.</li> </ul>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Technology Tools,” p. 158, 160</p> <p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189</p> <p>Chapter 11: “Creating an Environment for Discovery,” pp. 384–390</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>23. Approaches problems flexibly</p> <ol 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> </ol> <p>25. Explores cause and effect</p> <ol 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> </ol>
<p><b>3. Makes comparisons among objects.</b>  Four-year-olds readily make comparisons about observed objects when encouraged and guided. They become enthusiastic about different kinds of paw prints in the snow or differences in footprints in the sand. They enjoy finding things that are the same or different. Their “comparative statements” represent how very young children begin to draw conclusions from observations. Children show this by:</p> <ul style="list-style-type: none"> <li>• comparing the properties of objects that float in water with objects that sink;</li> <li>• describing and comparing a variety of fabrics at the collage table such as satin, corduroy, felt, and taffeta;</li> <li>• noting the difference in speed when a truck is pushed over tiles or rugs;</li> <li>• collecting a variety of leaves on a walk in the fall, looking at them carefully, and describing differences in shape, edges, color, or size;</li> <li>• comparing their handprints to those of their classmates;</li> <li>• comparing the properties of objects such as shells, rocks, nests, or skeletons in the science center;</li> <li>• pouring sand or water through tubes of varying diameters and comparing the time that it takes for the same amount to flow through each tube (“a real long time,” “not so long”).</li> </ul>	<p>Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<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>

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<b>SUBDOMAIN VI.C: SOCIAL STUDIES</b>		
<b>A. PEOPLE, PAST AND PRESENT</b>		
<p><b>1. Identifies similarities and differences in personal and family characteristics.</b>  Four-year-olds notice similarities and differences among themselves and others. Initially they focus on physical characteristics and family habits. With teacher guidance, they begin to show awareness that people are members of different cultural groups that have different habits, traditions, and customs. Examples include:</p> <ul style="list-style-type: none"> <li>• coloring or painting an outline of themselves (body tracing) with colors of clothing and hair and eyes that match their own;</li> <li>• looking at each person’s skin and exploring the different colors and shades of each;</li> <li>• noticing that some people speak differently than others and helping the teacher make a chart showing names of objects in two or three different languages;</li> <li>• noting, “Tasha’s family is different because she has two brothers and I have two sisters”;</li> <li>• talking about grandparents and discussing how they look different from children;</li> <li>• enjoying different poems, songs, and stories about a variety of people.</li> </ul>	<p>Chapter 1: “Individual Differences,” pp. 27–41  Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151  Chapter 5: “Appreciating Family Differences,” pp. 212–213  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</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>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</p>

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<b>B. HUMAN INTERDEPENDENCE</b>		<b>Creative Curriculum® Objectives and Developmental Steps</b>
<p><b>1. Begins to understand family needs, roles, and relationships.</b>  Four-year-olds are very interested in learning about family roles and relationships. Through dramatic play and conversation, they actively explore the jobs family members perform to meet the family’s needs (working, preparing dinner, driving the car, taking care of children). When they realize that a classmate’s family structure differs from theirs, they want to explore those differences. Examples include:</p> <ul style="list-style-type: none"> <li>• role-playing a variety of family members in the dramatic play area using words and/or actions;</li> <li>• talking with the teacher or each other about when their mommies or grandpas go to work and what they do there;</li> <li>• bringing in props from family members’ work, such as hard hats, briefcases, or guitars, and using them during dramatic play;</li> <li>• contributing to a class chart that lists each child, their family members, and the jobs each person does to help the rest of the family (shopping, cooking, cleaning, reading bedtime stories, washing clothes, taking out the trash, etc.);</li> <li>• asking questions about other families (for example, how they celebrate holidays, where they go to church, or who goes to work).</li> </ul>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151  Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <ol 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> </ol> <p>36. Makes believe with objects</p> <ol 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> </ol>
<p><b>2. Describes some people’s jobs and what is required to perform them.</b>  In addition to understanding family roles, four-year-olds are also interested in knowing more about the community members they encounter in their lives. With encouragement, they will expand their interest beyond firefighters and police officers to include storekeepers, postal workers, nurses, doctors, garbage collectors, road builders, and others. They can identify a variety of common jobs, give simple explanations about what workers do, and identify some tools used to perform specific jobs. Examples include:</p> <ul style="list-style-type: none"> <li>• experimenting with a cash register, postal scale, stethoscope, or other occupational tools in dramatic play;</li> <li>• acting out in dramatic play how the shoe salesperson helps you buy shoes;</li> <li>• using the flannel board to recall a trip to an orange grove, and showing how oranges are picked and packed;</li> <li>• looking at books to identify the various machines used for road construction;</li> <li>• asking for props to role play a community worker (a firefighter’s hat or a police officer’s whistle and white gloves).</li> </ul>	<p>Chapter 3: “Social Studies,” pp. 146–151  Chapter 7: “Dramatic Play,” pp. 271–293  Section in all Interest Area chapters:  “What Children Learn in the ___ Area: Social Studies”</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <ol 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> </ol> <p>36. Makes believe with objects</p> <ol 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> </ol>

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<p><b>3. Begins to be aware of technology and how it affects life.</b> Surrounded by TVs, ovens, computers, planes, and automated machinery, four-year-olds are aware of technology in their environment. As teachers talk with them, children can begin to appreciate that they would not know about events in other places without radios and TVs and could not talk to or visit distant relatives so easily without telephones, cars or planes. For four-year-olds, examples of their awareness of technology include:</p> <ul style="list-style-type: none"> <li>• using the tape player to listen to a story in the Listening Center;</li> <li>• describing the nature program about giraffes in Africa that they watched on TV;</li> <li>• sharing during circle time that “Grandma called from Puerto Rico to say happy birthday”;</li> <li>• looking at X-rays in the dramatic play area brought in as a prop for the Dentist’s Office or Hospital;</li> <li>• exploring multimedia effects on the computer.</li> </ul>	<p>Chapter 3: “People and the Environment,” p. 148, 151; “Technology,” pp. 156–160 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology” Chapter 15: “How Children Use Computers,” pp. 484–486</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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>
<b>C. CITIZENSHIP AND GOVERNMENT</b>		
<p><b>1. Demonstrates awareness of rules.</b> Four-year-olds can be very strict about adhering to classroom rules. They like having clear rules and prefer that rules be followed. They can begin to understand, with guidance, why rules are important for cooperative living. They show an understanding of rules by:</p> <ul style="list-style-type: none"> <li>• helping to make the rules for free choice (for example, only four people at the sand table) and beginning to understand why such rules are helpful;</li> <li>• following rules on the playground, such as no bumping into people when you are on the tricycle or your “license” will be taken away;</li> <li>• accepting that they have to wait before painting because the easels are full;</li> <li>• explaining to a classmate why the hamster cannot be taken out of its cage;</li> <li>• stating the “no hitting” rule;</li> <li>• using a personal symbol or name tag to save a place at an interest area.</li> </ul>	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Solving Problems That Involve the Whole Class,” pp. 114–115 Chapter 3: “People and How They Live,” pp. 147–148, 150</p>	<p><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</p>

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<p><b>2. Shows awareness of what it means to be a leader.</b> The role of a leader is an abstract concept. At this age, many children are only able to address the concrete leadership roles they experience. This includes the teacher’s role and, possibly, the principal’s or director’s role. Four-year-olds may also show some awareness of the leadership qualities that parents or caregivers exhibit. Children show their interest in leadership by:</p> <ul style="list-style-type: none"> <li>• pretending to be the band director or conductor when playing with musical instruments;</li> <li>• pretending to be the teacher during dramatic play;</li> <li>• choosing a leader for the block building project and then talking about what this means as they work together;</li> <li>• trying to figure out who is the “boss” of the firehouse or the police station after a visit;</li> <li>• talking to the principal or the director about his or her job;</li> <li>• showing some leadership qualities as they pretend to be parents or caretakers during dramatic play.</li> </ul>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p><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</p> <p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play</p>
<b>D. PEOPLE AND WHERE THEY LIVE</b>		
<p><b>1. Describes the location of things in the environment.</b> Understanding the concept of location provides the foundation for geographic thinking. Four-year-olds show they understand location by placing objects in specific positions in the surrounding environment or noticing how objects are spatially related to one another (“The yellow house is very far away.”). They can become quite enthusiastic about matching objects to their usual geographic locations (a toaster in the kitchen, a bed in the bedroom, a tree in the park). Examples include:</p> <ul style="list-style-type: none"> <li>• placing pictures of common household items in the proper rooms of a prepared house floor plan and explaining why they go there;</li> <li>• using the teacher’s clue that “The markers are below the pencils” to locate the markers on the shelf;</li> <li>• talking about the stores they visit and what is in them;</li> <li>• using a flannel board to show the order of stores on their main street;</li> <li>• following a simple treasure hunt map within the classroom.</li> </ul>	<p>Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “What Children Learn in the Block Area: Social Studies,” p. 254 Chapter 7: “What Children Learn in the Dramatic Play Area: Social Studies,” p. 281 Chapter 10: “What Children Learn in the Library Area: Social Studies,” p. 364 Chapter 11: “What Children Learn in the Discovery Area: Social Studies,” pp. 392–393 Chapter 13: “What Children Learn From Music and Movement: Social Studies,” p. 429 Chapter 16: “What Children Learn Outdoors: Social Studies,” p. 513</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective</p>

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<p><b>2. Shows awareness of the environment.</b>            Interest in the environment is very concrete for four year old children. Initially they notice major changes in their environment. With teacher support, they can begin to understand how people affect the environment by relating it to the classroom and to their own yards and neighborhoods. They show a growing understanding by:</p> <ul style="list-style-type: none"> <li>• noticing new displays or materials in the classroom;</li> <li>• sharing information about the progress of the road repairs they saw on their way to school;</li> <li>• discussing reasons for not picking flowers on the walk they recently took;</li> <li>• explaining to a classmate why a passageway must be kept uncluttered for visually and physically impaired classmates;</li> <li>• discussing how the classroom would look if everyone dropped tissues on the floor or didn't wash the table after finger painting;</li> <li>• talking about why it would be hard to play with the blocks if they were all over the classroom, rather than in one place.</li> </ul>	<p>Chapter 2: "Caring for the Classroom and Children's Work," pp. 73–75            Chapter 3: "Earth and the Environment," pp. 144, 145; "People and How They Live," pp. 147–148, 150; "People and the Environment," p. 148, 151            Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519</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>

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<b>SUBDOMAIN VI.D: THE ARTS</b>		
<b>A. EXPRESSION AND REPRESENTATION</b>		
<p><b>1. Uses a variety of art materials for tactile experience and exploration.</b>  Four-year-olds are very active, and can sustain attention to art activities for only limited periods of time. They engage in the artistic process with great enthusiasm, but show little desire to produce a product. This enables them to explore various media with freedom. They demonstrate exploration by:</p> <ul style="list-style-type: none"> <li>• trying a variety of materials and ways of using the materials (for example, using a big brush to paint broad strokes, single lines going this way and that, or combining colors);</li> <li>• experimenting with play dough by rolling and patting it, cutting it with cookie cutters, sticking things into it, or sometimes making it into an object;</li> <li>• drawing or otherwise creating backdrops for puppet shows or signs for block structures;</li> <li>• using new implements, such as Q-tips or straws, to paint a picture;</li> <li>• constructing a symmetrical design with pattern blocks;</li> <li>• using chalk on the blackboard or on paper;</li> <li>• using stamps or other objects to print with paint or ink.</li> </ul>	<p>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”</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b>  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  21. Uses tools for writing and drawing  I. Holds a marker or crayon with thumb and two fingers; makes simple strokes  II. Makes several basic strokes or figures; draws some recognizable objects  III. Copies and draws simple shapes, letters, and words including name</p> <p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b>  37. Makes and interprets representations  I. Draws or constructs and then names what it is  II. Draws or builds a construction that represents something specific  III. Plans then creates increasingly elaborate representations</p>
<p><b>2. Participates in group music experiences.</b>  Four-year-olds quickly become involved in singing, finger plays, chants, musical instruments, and moving to music. They are usually quite unselfconscious when participating in music activities and can gain a sense of mastery if there are no expected outcomes or performances. Examples of involvement include:</p> <ul style="list-style-type: none"> <li>• participating in finger plays and musical games;</li> <li>• listening to music tapes during choice time;</li> <li>• starting and stopping the playing of their instruments when the piano or tape starts or stops;</li> <li>• knowing the words of oft-repeated songs, humming or singing them during other parts of the day;</li> <li>• using rhythm sticks or other instruments in time to a beat;</li> <li>• making up songs to accompany their play activities;</li> <li>• clapping hands in time to a song or a record, or copying the clapping beat of the teacher.</li> </ul>	<p>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”</p>	<p>There are no <i>Creative Curriculum</i>® objectives that correlate directly with this item.</p>

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<p><b>3. Participates in creative movement, dance, and drama.</b>  Four-year-olds can participate with abandon in dancing and creative movement. Their imaginations are overflowing with images and ideas that they can express with movement. They pantomime movement of familiar things, act out stories, and re-enact events from their own lives in dramatic play. Examples include:</p> <ul style="list-style-type: none"> <li>• using scarves, ribbons, or other materials to create special movements and dances;</li> <li>• dramatizing a story read aloud during circle time;</li> <li>• using movement to interpret or imitate feelings, animals, and such things as plants growing or a rain storm;</li> <li>• dancing to a variety of different kinds of music, such as jazz, rock, ethnic, classical;</li> <li>• galloping, twirling, and “flying,” or performing almost any other imaginative movement in response to music;</li> <li>• acting out the role of the mother in dramatic play;</li> <li>• creating innovative movements to accompany audio tapes or group singing.</li> </ul>	<p>Chapter 3: “Dance,” p. 152, 155;  “Drama,” pp. 153–154, 155  Chapter 7: “Dramatic Play,” pp. 271–293  Chapter 13: “Music and Movement,” pp. 423–441  Section in all Interest Area chapters:  “What Children Learn in the ___ Area: The Arts”</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b>  35. Takes on pretend roles and situations  I. Performs and labels actions associated with a role  II. Offers a play theme and scenario  III. Engages in elaborate and sustained role play</p>
<b>B. UNDERSTANDING AND APPRECIATION</b>		
<p><b>1. Responds to artistic creations or events.</b>  Many children express their interest in the arts as observers rather than as producers. With teacher guidance, children can begin to comment on each other’s work, asking questions about methods used, showing interest in the feelings being expressed, or noticing details. With teacher support, four-year-olds can attend to and appreciate children’s concerts, dance performances, and theater productions. Examples include:</p> <ul style="list-style-type: none"> <li>• listening to music tapes during choice time, indicating appreciation through body language and facial expressions;</li> <li>• watching classmates as they engage in creative movement activities;</li> <li>• imitating the voice a classmate used to play Papa Bear;</li> <li>• exclaiming about the skill a classmate displays in painting, modeling with play dough, or building with Legos;</li> <li>• closely watching a guest magician or musician who is performing for the class.</li> </ul>	<p>Chapter 3: “The Arts,” pp. 152–155  Chapter 7: “Dramatic Play,” pp. 271–293  Chapter 9: “Interacting With Children in the Art Area,” pp. 341–346  Chapter 13: “Songs and Dances of Different Cultures,” p. 437;  “Interacting With Children During Music and Movement Activities,” pp. 434–435  Section in all Interest Area chapters:  “What Children Learn in the ___ Area: The Arts”</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>

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<b>VII. MOTOR DEVELOPMENT</b>		
<b>A. GROSS MOTOR DEVELOPMENT</b>		
<p><b>1. Moves with balance and control.</b>  Four-year-olds are actively refining their gross motor control. They enjoy practicing skills and challenge themselves to jump farther or run faster than their friends. They can run more smoothly than at younger ages, hop on each foot several times, and climb up and down stairs using a more adult-like form. Four-year-olds show their emerging skills by:</p> <ul style="list-style-type: none"> <li>• maintaining balance on a 2 x 4 balance beam that is close to the ground;</li> <li>• moving around the classroom on narrow paths between furniture without bumping into things;</li> <li>• developing mastery over running skills (such as quick stops, full circle turns, short 180 degree turns, speeding up and slowing down);</li> <li>• going up and down stairs alternating feet without holding onto the rail or the wall;</li> <li>• hopping several times on each foot;</li> <li>• galloping with a smooth gait and relative ease.</li> </ul>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26  Chapter 13: “Music and Movement,” pp. 423–441  Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” p. 493; Connecting Outdoor Play With Curriculum Objectives: Physical Development,” pp. 494–495; “Open Spaces for Games, Building, and Pretend Play,” pp. 502–503</p>	<p><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</p>
<p><b>2. Coordinates movements to perform simple tasks.</b>  Four-year-olds are able to combine movements to accomplish increasingly challenging physical tasks. They can now kick balls, aim and throw bean bags, climb and swing on jungle gyms, and ride tricycles with increasing control. They love to practice these new skills in games, especially with adult companions. Ways they show increasing coordination include:</p> <ul style="list-style-type: none"> <li>• throwing a ball in the right direction, aiming at a target with reasonable accuracy;</li> <li>• catching a ball by moving their arms or bodies to adjust for the direction the ball is traveling;</li> <li>• kicking a large ball with a two-step start;</li> <li>• riding a tricycle on a path around the playground;</li> <li>• using the slide, seesaw, or swings;</li> <li>• hitting a stationary target with an overhand throw.</li> </ul>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26  Chapter 16: “How Outdoor Play Promotes Development,” p. 493; Connecting Outdoor Play With Curriculum Objectives,” pp. 494–495; “A Track for Wheeled Toys,” p. 498; “Open Spaces for Games, Building, and Pretend Play,” pp. 502–503; “Playground Structures,” pp. 505–508</p>	<p><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  II. Throws, catches, and kicks with increasing control  III. Throws and kicks at target and catches with increasing accuracy</p>

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<b>B. FINE MOTOR DEVELOPMENT</b>		
<p><b>1. Uses strength and control to perform simple tasks.</b>  Four-year-olds continue to develop fine motor skills through their participation in classroom activities. By using many different classroom materials (such as art materials and tools, manipulatives, and the workbench), they improve their hand and finger strength and control. Examples of their efforts include:</p> <ul style="list-style-type: none"> <li>• using clothespins to hang paintings or pretend laundry;</li> <li>• putting Bristle Blocks or Pop-It beads together and pulling them apart;</li> <li>• pushing a cookie cutter into dough;</li> <li>• pulling the caps off markers and putting them back on firmly;</li> <li>• using the paper punch to make holes;</li> <li>• twisting the cap off a jar of paste;</li> <li>• cutting off tape with scissors or using the tape dispenser’s serrated edge;</li> <li>• pulling apart Lego blocks with relative ease</li> </ul>	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds: Physical Development,” pp. 23–26  Chapter 6: “How Block Play Promotes Development: Physical Development,” pp. 243–244  Chapter 7: “How Dramatic Play Promotes Development: Physical Development,” pp. 271–272  Chapter 8: “How Playing With Toys and Games Promotes Development: Physical Development,” pp. 295–296  Chapter 9: “How Art Promotes Development: Physical Development,” pp. 317–318  Chapter 10: “How the Library Area Promotes Development: Physical Development,” pp. 351–352  Chapter: 11: “How the Discovery Area Promotes Development: Physical Development,” pp. 381–382  Chapter 12: “How Sand and Water Play Promote Development: Physical Development,” pp. 403–404  Chapter 14: “How Cooking Experiences Promote Development: Physical Development,” pp. 443–444  Chapter 15: “How Computer Play Promotes Development: Physical Development,” pp. 471–472</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b>  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</p>

<b>Florida School Readiness Perform. Standards—Four-Year-Olds</b>	<b>The Creative Curriculum®</b>	<b>Creative Curriculum® Objectives and Developmental Steps</b>
<p><b>2. Uses eye-hand coordination to perform tasks.</b>  Four-year-olds demonstrate their eye-hand coordination skills as they start to construct with unit blocks, Tinker Toys, and Legos; put together puzzles; and experiment at the sand and water tables. Their artwork tends to become more complicated as they use newly mastered skills to create products. Examples of eye-hand coordination include:</p> <ul style="list-style-type: none"> <li>• zipping jackets;</li> <li>• cutting on a line or around a large picture with scissors;</li> <li>• stringing beads or pasta with holes onto a length of yarn;</li> <li>• dressing dolls using snaps and buttons;</li> <li>• constructing or copying buildings and roads with the table blocks;</li> <li>• explaining to a classmate how to place individual puzzle pieces by matching shapes or colors or looking at picture clues;</li> <li>• using a hammer to try to pound nails into soft wood.</li> </ul>	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds: Physical Development,” pp. 23–26  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 12: “Sand and Water,” pp. 403–421  Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b>  20. Coordinates eye-hand movement  I. Performs simple manipulations  II. Performs simple manipulations with increasing control  III. Manipulates materials in a purposeful way, planning and attending to detail</p>
<p><b>3. Shows beginning control of writing, drawing, and art tools.</b>  Four-year-olds are interested in the process of drawing and writing. However, the finished product is not as important to them as the process of creation. At this age, children begin to use a more conventional grasp, and even practice making some letters for their names or for signs. Four-year-olds show their growing control over writing and drawing tools by:</p> <ul style="list-style-type: none"> <li>• drawing with markers and then deciding that the picture is a dog, a monster, or “me”;</li> <li>• using chalk on the blackboard, pretending to write letters or numbers;</li> <li>• holding a pencil in a pincer grasp;</li> <li>• using glue sticks to paste a variety of items on their collages;</li> <li>• trying a variety of ways to make brush strokes at the easel.</li> </ul>	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20  Chapter 9: “How Art Promotes Development,” p. 317; “Connecting Art With Curriculum Objectives,” pp. 318–319; “Stages in Painting and Drawing,” pp. 337–338  Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b>  21. Uses tools for writing and drawing  I. Holds a marker or crayon with thumb and two fingers; makes simple strokes  II. Makes several basic strokes or figures; draws some recognizable objects  III. Copies and draws simple shapes, letters, and words including name</p>