

**Alignment of the *Iowa Early Learning Standards* With
The Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5* and
Related Publications from *The Creative Curriculum®* System:**

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

The Creative Curriculum for Preschool is a comprehensive curriculum that shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows teachers how to guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development.

The Creative Curriculum Developmental Continuum for Ages 3–5 has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development.

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

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

The Creative Curriculum Study Starters (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; 2006 Series: *Chairs and Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

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AREA 7: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT		
7.1 Healthy and Safe Living		
Standard: Children understand healthy and safe living practices.		
Benchmarks The child: 1. begins to recognize and select healthy foods.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469
2. follows healthy self-care routines (brushing teeth and washing hands).	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89; “Rest Time,” pp. 91–92
3. demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic), substances (drugs, poisons), and objects (guns, knives, scissors).	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518

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7.2 Play and Senses		
Standard: Children engage in play to learn.		
Benchmarks The child: 1. participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility.	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 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	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494; “Basic Outdoor Spaces and Equipment,” pp. 496–504; “A Track for Wheeled Toys,” p. 498; “Playground Structures,” pp. 505–508; “Adaptations for Children With Special Needs,” p. 505 (illus.), p. 510 <i>The Creative Curriculum</i>[®] <i>Study Starters</i> See especially: <i>Exercise, Balls</i>
2. uses sights, smells, sounds, textures, and tastes to discriminate between, explore, and experience activities and materials.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapters 6–16 (All Interest Area chapters): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” “Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pages 243–522

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7.3 Large Motor Development		
Standard: Children develop large motor skills.		
Benchmarks The child: 1. shows control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and skipping.	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 <i>The Creative Curriculum</i>[®] <i>Study Starters</i> See especially: <i>Exercise</i>
2. shows abilities to coordinate movements with balls, such as throwing, kicking, catching, and bouncing.	PHYSICAL DEVELOPMENT—Gross Motor 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	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 16: “Outdoors,” pp. 493–522 <i>The Creative Curriculum</i>[®] <i>Study Starters</i> See especially: <i>Exercise, Balls</i>
7.4 Fine Motor Development		
Standard: Children develop fine motor skills.		
Benchmarks The child: 1. uses hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials.	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 2: “Mealtimes,” pp. 89–91 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, and Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472

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2. shows increased skills in using scissors and writing tools for various learning activities.	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name 	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20</p> <p>Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p>
AREA 8: APPROACHES TO LEARNING		
8.1 Curiosity and Initiative		
Standard: Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.		
<p>Benchmarks</p> <p>The child:</p> <p>1. explores and experiences activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> 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>Chapter 2: “You Can Do Many Things on Your Own Here,” p. 78; “This Is a Safe Place to Explore and Try Out Your Ideas,” p. 78; “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Sections in all Section in all Interest Area chapters: “Creating an Environment for ___”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“What Children Want to Find Out”</p>

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2. chooses to explore a variety of activities and experiences with a willingness to try new challenges.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems	Chapter 2: "Choice Time," pp. 87–88 Chapter 4: "Child-Initiated Learning," pp. 173–174 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" <i>The Creative Curriculum</i>® Study Starters "What Children Want to Find Out"
8.2 Engagement and Persistence		
Standard: Children purposefully choose and persist in experiences and activities.		
Benchmarks The child: 1. persists in and completes a variety of both caregiver-directed and self-initiated tasks, activities, projects, and experiences.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance	Chapter 2: "Choice Time," pp. 87–88; "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86 Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Child-Initiated Learning," pp. 173–174; "Teacher-Directed Learning," pp. 174–175; "Talking With Children About Their Work," p. 177; "Promoting Learning in Interest Areas," pp. 187–189; "Integrating Learning Through Studies," pp. 190–198 Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area" Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" <i>The Creative Curriculum</i>® Study Starters "What Children Want to Find Out" "Investigate the Topic" "Sample Investigations"
2. maintains concentration on a task.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	Chapter 4: "Child-Initiated Learning," pp. 173–174; "Promoting Learning in Interest Areas," pp. 187–189; "Integrating Learning Through Studies," pp. 190–198 Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area" Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development"

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8.3 Problem Solving		
Standard: Children demonstrate strategies for reasoning and problem solving.		
Benchmarks The child: 1. shows interest in and finds a variety of solutions to questions, tasks, or problems.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Sample Investigations”
2. recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and caregivers.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Sample Investigations”
AREA 9: SOCIAL AND EMOTIONAL DEVELOPMENT		
9.1 Self		
Standard: Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.		
Benchmarks The child: 1. expresses sense of self in terms of specific abilities.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings	Chapter 1: “Individual Differences,” pp. 27–41 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”

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2. expresses needs, wants, and feelings in socially appropriate ways.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”
3. shows increasing confidence and independence in a variety of tasks and routines, expresses pride in accomplishments.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 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	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “A System for Classroom Jobs,” pp. 73–74; “Daily Events,” pp. 82–92; “Taking Attendance,” pp. 82–83; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”
9.2 Self-Regulation		
Standard: Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.		
Benchmarks The child: 1. shows increasing capacity to monitor own behavior, following and contributing to classroom procedures.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Responding to Challenging Behavior,” pp. 116–122; “Helping Children to Regain Control,” pp. 121–122 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”

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2. uses materials purposefully, safely, and respectfully.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” pp. 252, 268 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420 Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507
3. begins to accept consequences of own actions.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Responding to Challenging Behavior,” pp. 116–122, especially “Coaching Children on How to Be Assertive,” p. 120 and “Helping Children to Regain Control,” pp. 121–122 Chapter 16: “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518
4. manages transitions and changes to routines.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97
5. states feelings, needs, and opinions in difficult situations without harming self, others, or property.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122
9.3 Relationships with Caregivers		
Standard: Children relate positively to caregivers who work with them.		
Benchmarks The child: 1. interacts comfortably with a range of familiar caregivers.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Building a Relationship With Each Child,” pp. 103–105 Chapter 4: “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”

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2. accepts guidance, comfort, and directions from a range of familiar caregivers.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
3. shows trust in familiar caregivers.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
4. seeks help as needed from familiar caregivers.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Building a Relationship With Each Child,” pp. 103–105 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
9.4 Peer Interactions		
Standard: Children develop the ability to interact with peers respectfully and to form positive peer relationships.		
Benchmarks The child: 1. sustains interactions with peers.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child	Chapter 2: “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”

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2. develops friendships with other peers.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108
3. negotiates with others to resolve disagreements.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise	Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”
4. takes turns with others.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120
9.5 Awareness of Community		
Standard: Children have an increasing awareness of belonging to a family, community, culture and program.		
Benchmarks The child: 1. shows that he/she values others within the classroom/program, family and community.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
2. shows early understanding of the concepts of justice, fairness, individual rights, and the welfare of the community and its members.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn	Chapter 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 Chapter 3: “People and How They Live,” pp. 147–148, 150 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”

<i>Iowa Early Learning Standards</i> Benchmarks	<i>The Creative Curriculum</i> ® <i>Developmental Continuum for Ages 3–5</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® <i>for Preschool and</i> Related Publications in <i>The Creative Curriculum</i> ® <i>System</i>
3. shows responsibility as a member of a community.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules 	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”</p> <p>Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development;” “Connecting ____ With Curriculum Objectives: Social/Emotional Development”</p>
4. shows acceptance of persons from different cultures and ethnic groups.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”</p> <p><i>The Creative Curriculum</i>® <i>Study Starters</i> “Integrate Content Area Learning: Social Studies”</p>

Iowa Early Learning Standards Benchmarks	<i>The Creative Curriculum</i> [®] Developmental Continuum for Ages 3–5 Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and Related Publications in <i>The Creative Curriculum</i> [®] System
AREA 10: COMMUNICATION, LANGUAGE, AND LITERACY		
10.1 Language Understanding and Use		
Standard: Children understand and use communication and language for a variety of purposes.		
Benchmarks The child: 1. shows a steady increase in listening and speaking vocabulary.	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 1: “Language Development,” p. 22 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275 <i>The Creative Curriculum</i>[®] for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking
2. initiates, listens and responds appropriately in conversations with peers and caregivers.	LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges	Chapter 1: “Language Development,” p. 22 Chapter 3: “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274 <i>The Creative Curriculum</i>[®] for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking

Iowa Early Learning Standards Benchmarks	<i>The Creative Curriculum</i> ® <i>Developmental Continuum for Ages 3–5</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® <i>for Preschool and Related Publications in The Creative Curriculum</i> ® System
3. speaks in sentences of increasing length and grammatical complexity.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> 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>Chapter 1: “Language Development,” p. 22</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Self-Expression,” p. 275</p> <p>The Creative Curriculum® for Preschool Literacy Kits</p> <p>Kit 1: Guided Learning—Listening and Speaking</p>
4. follows simple oral directions that involve several actions.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 	<p>Chapter 4: “Teacher-Directed Learning,” pp. 174–175; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p>The Creative Curriculum® for Preschool Literacy Kits</p> <p>Kit 1: Guided Learning—Listening and Speaking</p>
5. asks and answers a variety of question types.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 	<p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p> <p>The Creative Curriculum® for Preschool Literacy Kits</p> <p>Kit 1: Guided Learning—Listening and Speaking</p>

Iowa Early Learning Standards Benchmarks	<i>The Creative Curriculum</i> [®] <i>Developmental Continuum for Ages 3–5</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] <i>for Preschool and</i> Related Publications in <i>The Creative Curriculum</i> [®] System
10.2 Early Literacy		
Standard: Children engage in early reading experiences.		
Benchmarks The child: 1. shows an interest and enjoyment in listening to books and attempts to read familiar books.	LANGUAGE DEVELOPMENT—Reading and Writing 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	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy” Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 <i>The Creative Curriculum</i>[®] for Preschool Literacy Kits Kit 2: <i>Guided Learning—Reading and Writing</i> Kit 3: <i>Independent Explorations—Library</i> Kit 4: <i>Independent Explorations—Interest Areas</i>
2. displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Exploring Books,” p. 365; “Understanding the Function and Value of Print,” p. 366 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Books and Other Texts,” pp. 39–42 Scope and Sequence for Language and Literacy “Concepts of Books,” p. 281 “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283 <i>The Creative Curriculum</i>[®] for Preschool Literacy Kits Kit 2: <i>Guided Learning—Reading and Writing</i> Kit 3: <i>Independent Explorations—Library</i> Kit 4: <i>Independent Explorations—Interest Areas</i>

Iowa Early Learning Standards Benchmarks	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3–5 Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications in <i>The Creative Curriculum</i> ® System
3. shows an awareness of environmental print.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Knowledge of Print,” p. 128, 132 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Books and Other Texts,” pp. 39–42</p> <p>Scope and Sequence for Language and Literacy “Concepts of Books,” p. 281 “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283</p> <p><i>The Creative Curriculum</i>® for Preschool Literacy Kits Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p>
4. identifies some alphabet letters by their shapes, especially those in his/her own name.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Letters and Words,” p. 129, 133 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32</p> <p>Scope and Sequence for Language and Literacy “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283</p> <p><i>The Creative Curriculum</i>® for Preschool Literacy Kits Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p>

Iowa Early Learning Standards Benchmarks	<i>The Creative Curriculum</i> [®] <i>Developmental Continuum for Ages 3–5</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] <i>for Preschool and Related Publications in The Creative Curriculum</i> [®] <i>System</i>
5. recognizes the printed form of his/her name in a variety of contexts.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>47. Uses emerging reading skills to make meaning from print</p> <ul style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 	<p>Chapter 3: “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Recognizing Printed Words,” p. 366</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p>Literacy: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Books and Other Texts,” pp. 39–42</p> <p>Scope and Sequence for Language and Literacy</p> <ul style="list-style-type: none"> “Concepts of Books,” p. 281 “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283 <p>The Creative Curriculum[®] for Preschool Literacy Kits</p> <ul style="list-style-type: none"> Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas
6. demonstrates comprehension of a book.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375; “Observing and Responding to Individual Children in the Library Area,” pp. 365–370</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p>Literacy: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>The Creative Curriculum[®] for Preschool Literacy Kits</p> <ul style="list-style-type: none"> Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas

Iowa Early Learning Standards Benchmarks	<i>The Creative Curriculum</i> ® <i>Developmental Continuum for Ages 3–5</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® <i>for Preschool and Related Publications in The Creative Curriculum</i> ® <i>System</i>
7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words 	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132</p> <p>Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366; “Connecting Written Symbols With Sounds,” p. 366; “Matching Words With the Printed Text,” p. 366</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Listening,” p. 276; “Rhyming,” p. 276; “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Syllables,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279</p> <p>The Creative Curriculum® for Preschool Literacy Kits</p> <p>Kit 1: Guided Learning—Listening and Speaking</p>
<p>10.3 Early Writing</p> <p>Standard: Children engage in early writing experiences.</p>		
<p>Benchmarks</p> <p>The child:</p> <p>1. attempts to communicate with others using scribbles, shapes, pictures and/or letters to write.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>50. Writes letters and words</p> <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words 	<p>Chapter 3: “Letters and Words,” p. 129, 133</p> <p>Chapter 9: “Stages in Painting and Drawing,” pp. 337–338</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Writing,” pp. 109–119</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Writing Mechanics,” p. 285</p> <p>“Purposes of Writing,” p. 285</p> <p>The Creative Curriculum® for Preschool Literacy Kits</p> <p>Kit 2: Guided Learning—Reading and Writing</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>

Iowa Early Learning Standards Benchmarks	<i>The Creative Curriculum</i> [®] <i>Developmental Continuum for Ages 3–5</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] <i>for Preschool and Related Publications in The Creative Curriculum</i> [®] <i>System</i>
2. experiments with a variety of writing tools (pencils, crayons, brushes, chalk) and materials.	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name 	<p>Chapter 3: “Letters and Words,” p. 129, 133; “Technology Tools,” p. 158, 160</p> <p>Chapter 9: “Stages in Painting and Drawing,” pp. 337–338</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Special Challenges in the Library Area,” p. 375</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach</p> <p>Chapter 3: “Writing,” pp. 109–119</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Writing Mechanics,” p. 285</p> <p>“Purposes of Writing,” p. 285</p> <p><i>The Creative Curriculum</i>[®] for Preschool Literacy Kits</p> <p>Kit 2: Guided Learning—Reading and Writing</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>
3. tells others about intended meaning of drawings and writing.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning 	<p>Chapter 9: “Talking With Children About Their Art,” pp. 342–344</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: The Arts”</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach</p> <p>Chapter 3: “Writing,” pp. 109–119</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Writing Mechanics,” p. 285</p> <p>“Purposes of Writing,” p. 285</p> <p><i>The Creative Curriculum</i>[®] for Preschool Literacy Kits</p> <p>Kit 2: Guided Learning—Reading and Writing</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>

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AREA 11: MATHEMATICS AND SCIENCE		
11.1 Comparison and Number		
Standard: Children understand amount, including use of numbers and counting.		
Benchmarks The child: 1. shows recognition and naming of numerals (1, 2, 3).	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum[®] Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Communication,” pp. 56–58 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 The Creative Curriculum[®] for Preschool Math Kits Kit 1: Number, Geometry, and Data
2. counts objects, matching numbers one-to-one with objects.	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum[®] Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 The Creative Curriculum[®] for Preschool Math Kits Kit 1: Number, Geometry, and Data

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3. uses language such as <i>more</i> or <i>less</i> to compare quantities.	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 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” Mathematics: The Creative Curriculum [®] Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Communication,” pp. 56–58; “Connections,” pp. 59–62 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 The Creative Curriculum [®] for Preschool Math Kits Kit 1: Number, Geometry, and Data Kit 2: Patterns and Measurement
11.2 Patterns		
Standard: Children understand patterns.		
Benchmarks The child: 1. shows skills in recognizing and creating some patterns.	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics” Mathematics: The Creative Curriculum [®] Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Representation,” pp. 63–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 The Creative Curriculum [®] for Preschool Math Kits Kit 2: Patterns and Measurement

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2. predicts what comes next in a pattern.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> 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>Chapter 3: “Patterns and Relationships,” p. 136, 140</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Patterns (Algebra),” pp. 31–38</p> <p>Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Representation,” pp. 63–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>The Creative Curriculum[®] for Preschool Math Kits</p> <p>Kit 2: Patterns and Measurement</p>
11.3 Shapes & Spatial Relationships		
Standard: Children understand shapes and spatial relationships.		
<p>Benchmarks</p> <p>The child:</p> <p>1. demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> 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>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p> <p>The Creative Curriculum[®] for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data</p>

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2. shows more recognition for some simple shapes.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p> <p>The Creative Curriculum[®] for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data</p>
3. notices similarities and differences among shapes.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p> <p>The Creative Curriculum[®] for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data</p>
4. notices how shapes fit together to form other shapes.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> 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>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p> <p>The Creative Curriculum[®] for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data</p>

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11.4 Scientific Reasoning		
Standard: Children observe, describe, and predict the world around them.		
Benchmarks The child: 1. shows curiosity about living and non-living things.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science” <i>The Creative Curriculum</i>® Study Starters “Investigate the Topic” “Integrate Content Area Learning: Science”
2. notices, describes, and predicts changes in the environment.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Earth and the Environment,” pp. 144, 145; “People and the Environment,” p. 148, 151 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science” <i>The Creative Curriculum</i>® Study Starters “Investigate the Topic” “Integrate Content Area Learning: Science” See especially: <i>Rocks, Water Pipes, Trash & Garbage, Shadows</i>
3. shows respect for living things.	No objectives in <i>The Creative Curriculum</i> ® align directly with this item.	Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science” <i>The Creative Curriculum</i>® Study Starters “Investigate the Topic” “Integrate Content Area Learning: Science” See especially: <i>Ants, Flowers, Exercise</i>

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11.5 Scientific Problem Solving		
Standard: Children apply and adapt strategies to solve problems.		
Benchmarks The child: 1. uses his/her senses and variety of strategies to solve problems.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems	Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198; “Child-Initiated Learning,” pp. 173–174 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Technology” <i>The Creative Curriculum</i>[®] Study Starters “What Children Want to Find Out” “Investigate the Topic” “Integrate Content Area Learning: Science; Technology” “Sample Investigations”
2. invents strategies to figure out answers to problems.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198; “Child-Initiated Learning,” pp. 173–174 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Technology” <i>The Creative Curriculum</i>[®] Study Starters “What Children Want to Find Out” “Investigate the Topic” “Integrate Content Area Learning: Science; Technology” “Sample Investigations”

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3. when unsuccessful at solving problems, experiments and adapts strategies.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <p>I. Notices and comments on effect</p> <p>II. Wonders “what will happen if” and tests out possibilities</p> <p>III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198; “Child-Initiated Learning,” pp. 173–174</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</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><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“Investigate the Topic”</p> <p>“Integrate Content Area Learning: Science; Technology”</p> <p>“Sample Investigations”</p>
11.6 Measurement		
Standard: Children understand comparisons and measurement.		
<p>Benchmarks</p> <p>The child:</p> <p>1. sorts, classifies, and puts objects in series, using a variety of properties.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</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><i>Mathematics: The Creative Curriculum</i>[®] Approach</p> <p>Chapter 1: “Patterns (Algebra),” pp. 31–38</p> <p>Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Representation,” pp. 63–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p><i>The Creative Curriculum</i>[®] for Preschool Math Kits</p> <p>Kit 2: Patterns and Measurement</p>

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<p>2. makes comparisons among several objects based on one or more attributes (length, size, weight), and using words such as shorter, taller, bigger, smaller, heavier, lighter.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 	<p>Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Connections,” pp. 59–62 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156</p> <p>The Creative Curriculum® for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data Kit 2: Patterns and Measurement</p>
AREA 12: CREATIVE ARTS		
12.1 Art		
Standard: Children explore art through a variety of media.		
<p>Benchmarks</p> <p>The child:</p> <p>1. uses a variety of two- and three-dimensional media (drawing materials, paint, clay, wood, markers) to create original works, form, and meaning.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations 	<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>

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2. expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 Chapter 9: “Art,” pp. 317–349, especially “Interacting With Children in the Art Area,” pp. 341–346; “Talking With Children About Their Art,” pp. 342–344; “Nurturing Children’s Appreciation of Art,” p. 345; “Frequently Answered Questions About Art,” p. 347; “What is Wrong With Coloring Books and Precut Patterns?” p. 347 Section in all Interest Area chapters: “What Children Learn in the ____ Area: The Arts”
12.2 Music, Rhythm, and Movement		
Standard: Children participate in a variety of music and movement experiences.		
Benchmarks The child: 1. participates in a variety of musical and rhythmic experiences, including singing, listening, and finger-plays.	No objectives in <i>The Creative Curriculum</i> ® align directly with this item.	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441
2. notices differences in pitch, tempo, dynamics, and timbre.	No objectives in <i>The Creative Curriculum</i> ® align directly with this item.	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441

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12.3 Dramatic Play		
Standard: Children engage in dramatic play experiences.		
Benchmarks The child: 1. shows creativity and imagination to use materials and assume different roles in dramatic play situations.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>[®] <i>Study Starters</i> “Integrate Content Area Learning: Social Studies” “Investigate the Topic” “Sample Investigations” See especially: <i>Ants, Buildings, Clothes</i>
2. interacts with peers in dramatic play activities that become more extended and complex.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 3: “Drama,” pp. 153–154, 155; “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>[®] <i>Study Starters</i> “Integrate Content Area Learning: Social Studies” “Investigate the Topic” “Sample Investigations” See especially: <i>Ants, Buildings, Clothes</i>