

Alignment of the *Kansas Early Learning Standards* With *The Creative Curriculum*® System

The Creative Curriculum for Infants, Toddlers & Twos is a comprehensive curriculum that guides teachers in designing a program in which children develop warm, trusting relationships, learn important skills and content, and develop self-regulation and beginning social competence. It 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.

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.

Curriculum and assessment are linked by use of *The Creative Curriculum* Assessment System. *The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum* has four goals and 21 objectives for children ages birth–36 months. Because children do not achieve an objective all at once, each objective has five developmental steps showing the expected sequence of 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. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have created Forerunners—which also have three steps—for each objective. (The Forerunners are not shown in this document.)

Literacy: The Creative Curriculum Approach and *Mathematics: The Creative Curriculum Approach* show teachers how to plan focused lessons and maximize literacy and mathematics learning opportunities throughout the day. *The Creative Curriculum Study Starters* 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.

Several of the *Kansas Early Learning Standards* do not align with *The Creative Curriculum* objectives. These are indicated in the text. Six of the objectives from *The Creative Curriculum Developmental Continuum for Ages 3–5* do not align with the *Kansas Early Learning Standards*, either because other objectives provided a more direct alignment, or because of the highly specific phrasing of the standards and benchmarks in the *Kansas Early Learning Standards*. These six objectives relate to children's: demonstrating appropriate trust in adults (Objective 2); demonstrating self-direction and independence (Objective 5); following classroom routines (Objective 8); using thinking skills to resolve conflicts (Objective 13); approaching problems flexibly (Objective 23); and applying knowledge or experience to a new context (Objective 26). All of the objectives from *The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum* align with the *Kansas Early Learning Standards*.

Resources

- Copley, J. V., Jones, C., & Dighe, J. (2007). *Mathematics: The Creative Curriculum*® Approach. Washington, DC: Teaching Strategies, Inc.
- Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum*® for preschool. Washington, DC: Teaching Strategies, Inc.
- Dodge, D. T., Rudick, S., & Berke, K. (2006). *The Creative Curriculum for Infants, Toddlers & Twos*. Washington, DC: Teaching Strategies, Inc.
- Heroman, C. & Jones, C. (2004). *Literacy: The Creative Curriculum*® Approach. Washington, DC: Teaching Strategies, Inc.
- Kansas State Department of Education. *Kansas Early Learning Standards*. (2006). Developed and printed through the support of: [Kansas] Children's Cabinet & Trust Fund, Kansas Department of Health & Environment, Kansas State Department of Education, [Kansas] Social & Rehabilitation Services. Topeka, KS: Author.
- Teaching Strategies, Inc. (2001). *The Creative Curriculum*® Developmental Continuum for Ages 3–5. Washington, DC: Author.
- Teaching Strategies, Inc. (2006). *The Creative Curriculum*® for Infants, Toddlers & Twos Developmental Continuum. Washington, DC: Author.
- Teaching Strategies, Inc. (2005, 2006). *The Creative Curriculum*® Study Starters: A Step-By-Step Guide to Project-Based Investigations in Science and Social Studies. (Vol. I, 2005: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, Balls*; Vol. II, 2006: *Chairs and Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*). Washington, DC: Author.

Table of Contents: see next page.

Alignment of the *Kansas Early Learning Standards* With *The Creative Curriculum*[®] System

Table of Contents

| Page | Developmental/Content Area |
|-------------|-----------------------------------|
| 3 | Physical Health and Development |
| 8 | Social-Emotional Development |
| 15 | Communication and Literacy |
| 27 | Approaches to Learning |
| 28 | Science |
| 30 | Mathematical Knowledge |
| 37 | Social Studies |
| 38 | Fine Arts |

| Kansas Early Learning Standards: Standards, Benchmarks, and Indicators | <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> Developmental Continuum Goals, Objectives, and Developmental Steps | <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> and Related Publications |
|---|---|---|
| DEVELOPMENTAL/CONTENT AREA: PHYSICAL HEALTH AND DEVELOPMENT | | |
| PHD Standard 1: Develops Gross Motor Skills | | |
| PHD Benchmark 1.1: Moves body with control and balance (spatial awareness and coordination) | | |
| YI 1: Rolls from stomach to back YI 2: Supports self on hands with arms extended and head at 90 degrees YI 3: Sits steadily unsupported YI 4: Rocks forward and backward while on hands and knees MI 1: Creeps up/down stairs MI 2: Pulls self to standing position MI 3: Takes independent steps T 1: Squats in play T 2: Runs swiftly | PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 8: Demonstrates basic gross motor skills Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play | Chapter 1, Knowing Infants, Toddlers, and Twos: “Physical Development,” pp. 26–28 Sections in Routines Chapters: “Supporting Development and Learning: Learning About Moving ” Sections in Experiences Chapters: “Supporting Development and Learning: Learning About Moving” |
| Pre3 1: Balances on one foot Pre3 2: Hops on one foot Pre4 1: Runs around obstacles, turns corners | 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: “How Music and Movement Promote Physical Development,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Physical Development,” pp. 493–494 |

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|--|--|--|
| PHD Benchmark 1.2: Coordinates movements in space to accommodate objects and boundaries | | |
| YI 1: Swipes at objects YI 2: Reaches YI 3: Crawls through and around objects MI 1: Throws ball and other objects independently MI 2: Turns objects with hand MI 3: Pushes/pulls toys T 1: Catches a ball with both hands T 2: Dances | PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 8: Demonstrates basic gross motor skills Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play | Chapter 1, Knowing Infants, Toddlers, and Twos: “Physical Development,” pp. 26–28 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 Chapter 17: “Exploring Sand and Water,” pp. 389–401 Chapter 18: “Going Outdoors,” pp. 403–421 Sections in Routines Chapters: “Supporting Development and Learning: Learning About Moving ” Sections in Experiences Chapters: “Supporting Development and Learning: Learning About Moving” |
| Pre3 1: Steers wheeled toys Pre3 2: Kicks a large ball Pre4 1: Moves body into position to catch a ball, and then throws the ball in the right direction | PHYSICAL DEVELOPMENT—Gross Motor 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 16: “How Outdoor Play Promotes Physical Development,” pp. 493–494 |

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| PHD Standard 2: Develops Fine Motor Skills | | |
| PHD Benchmark 2.1: Moves small muscles with purpose and coordination | | |
| YI 1: Transfers objects from one hand to the other YI 2: Grasps objects using entire hand MI 1: Picks up objects between thumb and finger (pincer grasp) MI 2: Experiments with grasp using a variety of writing tools T 1: Turns pages of a book, one at a time T 2: Holds pencils/crayons between thumb and first two fingers (tripod grasp) | PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 9: Demonstrates basic fine motor skills Step 1: Uses whole hand to grasp and drop objects Step 2: Uses thumb and index finger to grasp and drop objects Step 3: Uses one hand to hold an object and the other hand to manipulate another object Step 4: Uses eye-hand coordination while doing simple tasks Step 5: Uses eye-hand coordination while doing increasingly complex tasks | Chapter 1, Knowing Infants, Toddlers, and Twos: “Physical Development,” pp. 26–28 Sections in Routines Chapters: “Supporting Development and Learning: Learning About Moving” Sections in Experiences Chapters: “Supporting Development and Learning: Learning About Moving” |
| Pre3 1: Cuts out simple shapes Pre3 2: Draws and paints with some detail Pre3 3: Manages large buttons and zippers Pre4 1: Reproduces some shapes and letters with writing utensils Pre4 2: Grasps scissors with thumb on top | 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 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 | Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 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,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472 |

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| PHD Standard 3: Demonstrates behaviors that promote good health | | |
| PHD Benchmark 3.1: Exhibits healthy eating habits | | |
| YI 1: Uses tongue and lips to take in and swallow solid foods and liquids YI 2: Establishes a sleeping and eating pattern MI 1: Helps to feed self, holding spoon or cup with assistance T 1: Drinks from cup and/or spoon T 2: Bites and chews hard and chewy foods | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 7: Uses personal care skills Step 1: Begins to participate as adult attends to personal needs Step 2: Attempts simple personal care tasks Step 3: Tries more complex personal care tasks, with limited success Step 4: Tries more complex personal care tasks, with increasing success Step 5: Does many complex personal care tasks successfully | Chapter 8: “Eating and Mealtimes,” pp. 247–261 Chapter 9: “Sleeping and Nap Time,” pp. 263–275 Chapter 16: “Tasting and Preparing Food,” pp. 375–387 |
| Pre3 1: Eats with fork and/or spoon Pre3 2: Transfers food and liquid between containers (e.g., serve self during family meals) Pre4 1: Identifies different food groups Pre4 2: Able to scoop food from large bowl to own plate (e.g., serve self during family meals) | 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 |
| PHD Benchmark 3.2: Follows safety rules/precautions | | |
| YI 1: Shows preference for major caregiver MI 1: Demonstrates some attempt to self-regulate when assisted (walk, soft voice, gentle touch) T 1: Alerts adults to potential harmful conditions/situations | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity | Chapter 2: “Special Considerations in Setting Up the Physical Environment,” pp. 77–83; “Keeping Children Safe and Healthy,” pp. 77–79; “Suggestions for A Safe Environment,” p. 78; “Suggestions for A Healthy Environment,” p. 79 Chapter 4: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Promoting Children’s Self-Regulation,” pp. 146–152 Chapter 8: “Eating and Mealtimes: Keeping Children Safe and Healthy,” pp. 250, 253–255 Chapter 11: “Playing With Toys: Safety Considerations,” pp. 291, 293 Chapter 16: “Tasting and Preparing Food: Keeping Children Safe and Healthy,” pp. 378–379 Chapter 17: “Exploring Sand and Water: Keeping Children Safe and Healthy,” p. 391 Chapter 18: “Considerations for Keeping Children Safe and Healthy During Outdoor Play,” pp. 406–408 |

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| <p>Pre3 1: Knows common safety rules that have been discussed</p> <p>Pre3 2: Behaves appropriately during emergency evacuation drills</p> <p>Pre4 1: Recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.)</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>9. Follows classroom rules</p> <p>I. Follows classroom rules with reminders</p> <p>II. Understands and follows classroom rules without reminders</p> <p>III. Follows and understands reasons for classroom rules</p> | <p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 9: “Interacting With Children in the Art Area: Woodworking Safety,” pp. 341–342</p> <p>Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452</p> <p>Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p> |
| PHD Benchmark 3.3: Practices personal hygiene | | |
| <p>YI 1: Signals need by crying (wet, hungry, tired, hurt...)</p> <p>MI 1: Indicates when pants are wet and needs to be changed</p> <p>T 1: Washes hands and face with assistance</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>7: Uses personal care skills</p> <p>Step 1: Begins to participate as adult attends to personal needs</p> <p>Step 2: Attempts simple personal care tasks</p> <p>Step 3: Tries more complex personal care tasks, with limited success</p> <p>Step 4: Tries more complex personal care tasks, with increasing success</p> <p>Step 5: Does many complex personal care tasks successfully</p> | <p>Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152</p> <p>Chapter 7: “Creating an Environment for Diapering and Toileting,” pp. 235–236; “Caring and Teaching During Diapering and Toileting,” pp. 237–244</p> <p>Chapter 8: “Eating and Mealtimes:” “Promote Good Health and Safety Practices,” p. 254</p> |
| <p>Pre3 1: Takes care of own toileting needs</p> <p>Pre4 1: Washes and dries hands before eating and after toileting</p> <p>Pre4 2: Brushes teeth independently after meals</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <p>I. Uses self-help skills with occasional reminders</p> <p>II. Uses self-help skills and participates in chores without reminders</p> <p>III. Understands the importance of self-help skills and their role in healthy living</p> | <p>Chapter 2: “Mealtimes,” pp. 89–91</p> <p>Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452</p> |

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|---|---|---|
| DEVELOPMENTAL/CONTENT AREA: SOCIAL-EMOTIONAL DEVELOPMENT | | |
| SE Standard 1: Exhibits sense of self | | |
| SE Benchmark 1.1: Can differentiate between themselves and others | | |
| YI 1: Smiles and shows pleasure when talked to MI 1: Uses words that express belonging (“mine, me”) T 1: Uses some personal pronouns when referring to others (e.g., “you,” “he,” “she”) T 2: Expresses wants and needs, likes, and dislikes | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 4: Responds to others’ feelings with growing empathy Step 1: Mirrors others’ expressions of feelings Step 2: Becomes aware of others’ expressions of emotion Step 3: Responds to the emotions of others, sometimes with adult prompting Step 4: Shows awareness that others’ feelings are separate from own feelings Step 5: Responds to others’ feelings with caring behavior, without adult prompting | Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144 |
| Pre3 1: Describes personal attributes (e.g., name, boy, girl, taller, shorter, what they look like, what they possess) Pre4 1: Indicates pride in personal accomplishments | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 |
| SE Benchmark 1.2: Knows personal information | | |
| YI 1: Recognizes and responds to own name MI 1: Points to self & family members when named T 1: Provides name of self and family members (mom, dad) | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 5: “Getting to Know Families,” pp. 185–187 Chapter 6: “Creating an Environment for Hellos and Good-Byes,” pp. 223–224 |
| Pre3 1: Knows name and gender Pre4 1: Shares personal experiences with others Pre4 2: Knows personal information in addition to own name | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 7: “Dramatic Play,” pp. 271–293 |

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| SE Standard 2: Develops positive social relationships | | |
| SE Benchmark 2.1: Shows attachment and emotional connections toward others | | |
| <p>YI 1: Seeks attention and contact with people (e.g., lifts arms to be picked up)</p> <p>YI 2: Vocalizes in response to social contact and sounds produced by others</p> <p>MI 1: Looks to adults for attention or help</p> <p>T 1: Expresses affection for others</p> <p>T 2: Feels distress/joy when peers are distressed/happy</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>4: Responds to others’ feelings with growing empathy</p> <p>Step 1: Mirrors others’ expressions of feelings</p> <p>Step 2: Becomes aware of others’ expressions of emotion</p> <p>Step 3: Responds to the emotions of others, sometimes with adult prompting</p> <p>Step 4: Shows awareness that others’ feelings are separate from own feelings</p> <p>Step 5: Responds to others’ feelings with caring behavior, without adult prompting</p> | <p>Chapter 4: “Building Relationships,” pp. 138–145, especially “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142</p> <p>Chapter 6: “Supporting Children Emotionally Throughout the Day,” p. 227</p> <p>Section in all Routines Chapters (6–10): “Responding to What Children Need”</p> <p>Section in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p> |
| <p>Pre3 1: Encourages or praises peers</p> <p>Pre4 1: Offers to help others who may be in distress (crying, frowning, looking confused)</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <p>I. Is aware of other children’s feelings and often responds in a like manner</p> <p>II. Shows increasing awareness that people may have different feelings about the same situation</p> <p>III. Recognizes what another person might need or want</p> | <p>Chapter 2: “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</p> |

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| SE Benchmark 2.2: Seeks and maintains friendships | | |
| <p>YI 1: Shows preference for familiar adults</p> <p>MI 1: Enjoys and participates in simple games such as “peek a boo” and “bye-bye”</p> <p>T 1: Positively greets and responds to greetings of others</p> <p>T 2: Plays with boys and girls</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>1: Trusts known, caring adults</p> <p>Step 1: Recognizes and reaches out to familiar adults</p> <p>Step 2: Seeks to remain in company of familiar adults</p> <p>Step 3: Seeks familiar adult as secure base when around new people and in new situations</p> <p>Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby</p> <p>Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> | <p>Chapter 4: “Helping Children Get Along With Others,” pp. 140–142</p> |
| <p>Pre3 1: Expresses interests, acceptance, affection to others</p> <p>Pre3 2: Plays with different friends each day</p> <p>Pre4 1: Demonstrates an understanding of what it means to be a friend (someone who cares, listens, shares ideas, trustworthy, provides comfort)</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <p>I. Works/plays cooperatively with one other child</p> <p>II. Successfully enters a group and plays cooperatively</p> <p>III. Maintains an ongoing friendship with at least one other child</p> <p>12. Shares and respects the rights of others</p> <p>I. With prompts, shares or takes turns with others</p> <p>II. Shares toys or allows turn in response to another child’s request</p> <p>III. Shares and defends the rights of others to a turn</p> | <p>Chapter 2: “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</p> |

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| SE Standard 3: Develops self-control and personal responsibility | | |
| SE Benchmark 3.1: Demonstrates an understanding of simple rules and limitations | | |
| YI 1: Establishes sleep/wake patterns MI 1: Adheres to simple rules with support T 1: Asserts independence appropriately with support T 2: Transitions to new or different activities with adult support | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity | Chapter 2: “Planning for Transitions,” pp. 94–95; “Responsive Planning,” pp. 95–104 Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152: “Helping Young Infants, Mobile Infants, Toddlers, and Twos,” pp. 146–149; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors,” pp. 153–159: “Physical Aggression,” pp. 153–154; “Temper Tantrums,” pp. 154–155; “Biting,” pp. 155–159 |
| Pre3 1: Follows rules and simple directions Pre3 2: Takes turns (e.g., using things, sharing, expressing self or getting own way) Pre4 1: Adapts behavior appropriate to different environments Pre4 2: Copes with frustration | 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 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 LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps | Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122; “Common Challenging Behaviors,” pp. 116–119; “Coaching Children on How to Be Assertive,” p. 120; “Determining the Causes of Challenging Behavior,” pp. 120–121; “Helping Children to Regain Control,” pp. 121–122 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” |

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| SE Benchmark 3.2: Recognizes, expresses and copes with feelings appropriately | | |
| YI 1: Expresses comfort/discomfort YI 2: Is comforted when held by familiar adult or caregiver MI 1: Calms self T 1: Can verbally label basic emotions (happy, mad, sad) T 2: Accepts changes in the daily routine | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 3: Manages own feelings Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations Step 2: Uses others' facial expressions, gestures, or voices to guide own feelings Step 3: Begins applying strategies to manage feelings by self Step 4: Begins to use strategies learned from adults Step 5: Begins to use feeling words | Chapter 1: "Social/Emotional Development," pp. 22–26 Chapter 4: "Promoting Children's Self-Regulation," pp. 146–152: "Setting the Foundation for Young Infants' Self-Regulation," p. 146; "Helping Mobile Infants Begin to Control Their Behavior," p. 147; "Promoting the Self-Regulation of Toddlers and Twos," pp. 147–149; "Using Positive Guidance Strategies," pp. 149–152 |
| Pre3 1: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad) Pre4 1: Understands which forms of emotional expression are acceptable for a given environment (e.g., when to laugh, cry, talk quietly) Pre4 2: Accepts consequences for own actions | 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 2: "Promoting Positive Relationships in the Classroom," pp. 102–108; "Handling Problems Between Children," pp. 110–114; "Solving Problems That Involve the Whole Class," pp. 114–115; "Responding to Challenging Behavior," pp. 116–122; "Common Challenging Behaviors," pp. 116–119; "Coaching Children on How to Be Assertive," p. 120; "Determining the Causes of Challenging Behavior," pp. 120–121; "Helping Children to Regain Control," pp. 121–122 Sections in all Interest Area chapters: "How ___ Promotes Social/Emotional Development" |
| SE Standard 4: Participates in large and small group activities | | |
| SE Benchmark 4.1: Responds appropriately during group activities | | |
| YI 1: See SE2.1 Y1 * MI 1: * T 1: Identifies self as part of a group (i.e. with the girls/boys) | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 6: Learns to be a member of a group Step 1: Shows interest in being with others Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines Step 4: Begins to accept that others' needs are important, in addition to own Step 5: Participates actively in group experiences | Chapter 4: "Helping Children Get Along With Others," pp. 140–142 Section in all Experiences Chapters (11–18): "Supporting Development and Learning: Learning About Self and Others" |

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| <p>Pre3 1: Provides individual and choral responses when appropriate (e.g., listens to a story and repeats lines or words with the group)</p> <p>Pre3 2: Remains quiet while others are speaking</p> <p>Pre4 1: Answers questions that are relevant to the activity or conversation</p> <p>Pre4 2: Listens while others are speaking</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <p>I. Works/plays cooperatively with one other child</p> <p>II. Successfully enters a group and plays cooperatively</p> <p>III. Maintains an ongoing friendship with at least one other child</p> <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p> | <p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> |
| <p>SE Standard 5: Demonstrates imagination and creativity in play</p> | | |
| <p>SE Benchmark 5.1: Engages in various levels of play</p> | | |
| <p>YI 1: Explores objects and play material through the senses (e.g., mouths toys; watches mother)</p> <p>MI 1: Engages in exploratory play (e.g., spends time holding, turning, playing with various toys or materials)</p> <p>T 1: Engages in functional and relational play by using objects in play for the purpose for which they were intended (e.g., brush for brushing hair, cup for drinking, pushes cars)</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>11: Understands how objects can be used</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Learns how objects work by handling them and watching others use them</p> <p>Step 3: Uses familiar objects in conventional ways</p> <p>Step 4: Plans ways to use objects to perform one-step tasks</p> <p>Step 5: Plans ways to use objects to perform multi-step tasks</p> <p>15: Engages in pretend play</p> <p>Step 1: Watches the actions of others</p> <p>Step 2: Imitates the actions of others</p> <p>Step 3: Uses objects in pretend play as they are used in real life</p> <p>Step 4: Substitutes one object for another in pretend play</p> <p>Step 5: Uses real and imaginary objects in pretend play</p> | <p>Chapter 1: “Social/Emotional Development,” pp. 22–26; “Cognitive Development,” pp. 29–31</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 12: “Imitating and Pretending,” pp. 309–321</p> |

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| <p>Pre3 1: Engages in constructive play by manipulating objects or materials for the purpose of constructing or creating something (e.g., builds a fence with blocks, makes a snake out of clay)</p> <p>Pre4 1: Engages in dramatic play (e.g., plays house, builds firehouse with blocks)</p> | <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <p>I. Performs and labels actions associated with a role</p> <p>II. Offers a play theme and scenario</p> <p>III. Engages in elaborate and sustained role play</p> <p>36. Makes believe with objects</p> <p>I. Interacts appropriately with real objects or replicas in pretend play</p> <p>II. Uses substitute object or gesture to represent real object</p> <p>III. Uses make-believe props in planned and sustained play</p> | <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Art,” pp. 317–349</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>SE Benchmark 5.2: Engages in play with others</p> | | |
| <p>YI 1: Smiles, laughs at physical games and anticipated actions of objects</p> <p>MI 1: Engages in parallel play – i.e. plays near, but not with others</p> <p>T 1: Occasionally assumes various roles during play with others</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</p> <p>5: Plays with other children</p> <p>Step 1: Watches and responds to other children</p> <p>Step 2: Reaches out to and engages momentarily with other children</p> <p>Step 3: Has brief play encounters with other children</p> <p>Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities</p> <p>Step 5: Participates in coordinated play with other children</p> <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>15: Engages in pretend play</p> <p>Step 1: Watches the actions of others</p> <p>Step 2: Imitates the actions of others</p> <p>Step 3: Uses objects in pretend play as they are used in real life</p> <p>Step 4: Substitutes one object for another in pretend play</p> <p>Step 5: Uses real and imaginary objects in pretend play</p> | <p>Chapter 4: “Helping Children Get Along With Others,” pp. 140–142</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 12: “Imitating and Pretending,” pp. 309–321</p> <p>Chapter 17: “Exploring Sand and Water,” pp. 389–401</p> <p>Chapter 18: “Going Outdoors,” pp. 403–421</p> |

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| <p>Pre3 1: Creates and occasionally coordinates play with others</p> <p>Pre4 1: Plays games with simple rules (e.g., musical chairs or red light green light)</p> <p>Pre4 2: Collaborates with others to carry out a play theme (e.g., hospital or grocery store)</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <p>I. Works/plays cooperatively with one other child</p> <p>II. Successfully enters a group and plays cooperatively</p> <p>III. Maintains an ongoing friendship with at least one other child</p> <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <p>I. Performs and labels actions associated with a role</p> <p>II. Offers a play theme and scenario</p> <p>III. Engages in elaborate and sustained role play</p> | <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> |
| DEVELOPMENTAL/CONTENT AREA: COMMUNICATION AND LITERACY | | |
| CL Standard 1: Uses language in many different ways | | |
| CL Benchmark 1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met | | |
| <p>YI 1: Makes sound to gain attention of a familiar person</p> <p>YI 2: Uses different cries to signal various needs</p> <p>MI 1: Uses pre-verbal gestures and sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)</p> <p>T 1: Uses some personal pronouns when referring to others (e.g., “you,” “he,” “she”)</p> <p>T 2: Expresses wants and needs, likes, and dislikes</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate</p> <p>Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words</p> <p>Step 3: Uses gestures, word-like sounds, and single words to communicate</p> <p>Step 4: Speaks in two-word phrases</p> <p>Step 5: Uses simple sentences and questions with three or more words</p> | <p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Language Development,” pp. 32–34</p> <p>Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Vocabulary and Language,” p. 119</p> <p>Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Sections in all Routines Chapters (6–10): “Responding to What Children Need”</p> <p>Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching”</p> |

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| Pre3 1: Uses simple pronouns (I, me, you, mine, he, she) Pre4 1: Uses four to seven-word sentences | 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 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Section in all Interest Area chapters: “How ___ Promotes Language Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275 The Creative Curriculum® for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking |
| CL Benchmark 1.2: Uses language to communicate ideas and feelings | | |
| YI 1: Coos, gurgles, smiles in response to stimulation MI 1: Plays simple imitation games (e.g., “pattycake”) T 1: Has a 20+ word vocabulary T 2: Uses words to label actions | LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 18: Participates in conversations Step 1: Engages in simple, back-and-forth vocalizing Step 2: Imitates and exchanges sounds and gestures with other people Step 3: Exchanges single words, word-like sounds, and gestures with others Step 4: Initiates conversation by using words Step 5: Participates in conversations for two or more turns | Chapter 1, Knowing Infants, Toddlers, and Twos: “Language Development,” pp. 32–34 Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Vocabulary and Language,” p. 119 Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163 Sections in all Routines Chapters (6–10): “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching,” “Responding to and Planning for Each Child” |
| Pre3 1: Uses 300+ words including some descriptive words Pre3 2: Talks about actions of others Pre4 1: Uses personal experiences, knowledge, and/or feelings when speaking Pre4 2: Uses third person singular and irregular plurals | 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 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Section in all Interest Area chapters: “How ___ Promotes Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275 The Creative Curriculum® for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking |

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| CL Benchmark 1.3: Uses language to solve problems | | |
| YI 1: Reacts to facial expressions of adults MI 1: Shakes head for “no” T 1: Asks questions using inflection and intonation | LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 18: Participates in conversations Step 1: Engages in simple, back-and-forth vocalizing Step 2: Imitates and exchanges sounds and gestures with other people Step 3: Exchanges single words, word-like sounds, and gestures with others Step 4: Initiates conversation by using words Step 5: Participates in conversations for two or more turns | Chapter 1: “Language Development,” pp. 32–34 Chapter 3: “Vocabulary and Language,” pp. 110–113; “Vocabulary and Language,” p. 119 Chapter 4, Caring and Teaching: “Talking With Infants, Toddlers, and Twos,” p. 163 Sections in all Routines Chapters (6–10): “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching” |
| Pre3 1: Asks ‘who’, ‘why’ and ‘where’ questions Pre3 2: Asks for desired objects or assistance Pre4 1: Asks questions to increase understanding including “how” questions Pre4 2: Asks for help as needed. | LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding | Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Section in all Interest Area chapters: “How ___ Promotes Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Literacy: The Creative Curriculum® Approach Chapter 1: : “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275 The Creative Curriculum® for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking |

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| CL Standard 2: Observes and responds to communication | | |
| CL Benchmark 2.1: Responds to the verbal and non-verbal communication of others | | |
| <p>YI 1: Imitates the sound, facial expression, or gesture of another person</p> <p>MI 1: See CL 1.2 MI 1 *</p> <p>T 1: Answers simple questions with actions or one or two words</p> <p>T 2: Follows simple directions</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>16: Develops receptive language</p> <p>Step 1: Shows interest in speech of others</p> <p>Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech</p> <p>Step 3: Demonstrates understanding of simple multiword speech in familiar contexts</p> <p>Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories</p> <p>Step 5: Demonstrates understanding of increasingly complex and abstract spoken language</p> <p>17: Develops expressive language</p> <p>Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate</p> <p>Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words</p> <p>Step 3: Uses gestures, word-like sounds, and single words to communicate</p> <p>Step 4: Speaks in two-word phrases</p> <p>Step 5: Uses simple sentences and questions with three or more words</p> | <p>Chapter 1: “Language Development,” pp. 32–34</p> <p>Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Vocabulary and Language,” p. 119</p> <p>Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching”</p> |

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| Pre3 1: Understands commands involving one object or action Pre3 2: Answers simple questions dealing with familiar objects or events Pre4 1: Answers appropriately when asked what to do if tired, cold, hungry Pre4 2: Completes simple verbal analogies (e.g., A daddy is big, a baby is _____(small)) | LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details | Section in all Interest Area chapters: “How ___ Promotes Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Literacy: The Creative Curriculum® Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275 The Creative Curriculum® for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking |
| CL Benchmark 2.2: Communicates in home language and is understood by others | | |
| YI 1: Smiles at faces MI 1: See CL 1.1 MI T 1: Sustains a short conversation with another person | LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 18: Participates in conversations Step 1: Engages in simple, back-and-forth vocalizing Step 2: Imitates and exchanges sounds and gestures with other people Step 3: Exchanges single words, word-like sounds, and gestures with others Step 4: Initiates conversation by using words Step 5: Participates in conversations for two or more turns | Chapter 1, Knowing Infants, Toddlers, and Twos: “Language Development,” pp. 32–34 Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114; “Promoting Language and Literacy Learning,” pp. 119–121 Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163; “Dual Language Learners,” pp. 165–166 Chapter 13: “Dual Language Learners,” pp. 335–336 Sections in all Routines Chapters (6–10): “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching;” “Responding to and Planning for Each Child” |

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| <p>Pre3 1: Uses most parts of speech in short, mostly correct sentences, combining four to five words Pre3 2: Beginning to apply word endings correctly Pre4 1: Uses complex sentences to communicate Pre4 2: Uses vocabulary related to the subject and stays on topic</p> | <p>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</p> | <p>Chapter 1: “English Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Chapter 4: “Teaching English Language Learners,” pp. 181–183 Section in all Interest Area chapters: “How ___ Promotes Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 2: “Adaptations for English Language Learners,” pp. 62–65 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275 The Creative Curriculum® for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking</p> |
| <p>CL Standard 3: Demonstrates early reading skills</p> | | |
| <p>CL Benchmark 3.1: Listens to reading materials with interest and enjoyment</p> | | |
| <p>YI 1: Gazes at pictures in books and pats individual pictures YI 2: Sits on adult’s lap while adult reads books MI 1: Sustains attention for short periods of time while being read a story T 1: Asks and answers questions that are relevant to the story being read</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 19: Enjoys books and being read to Step 1: Manipulates books as adult reads aloud Step 2: Engages briefly with books as they are read aloud and finds pleasure in the experience Step 3: Becomes increasingly engaged with the content of books that are read aloud Step 4: Begins to make connections between own life and the stories in books Step 5: Pretends to read favorite books</p> | <p>Chapter 3: “Enjoying Books and Stories,” pp. 115–117, p. 120 Chapter 13: “Enjoying Stories and Books,” pp. 323–341, especially “Including All Children,” pp. 335–337; “Dual Language Learners,” pp. 335–336</p> |

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| <p>Pre3 1: Can identify favorite story(s) Pre4 1: Pretends to read easy or predictable books</p> | <p>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</p> | <p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Observing, Responding to, Interacting With Individual Children in the Library Area,” pp. 365–375; “Understanding How Stories Work,” p. 366; “Reading Books to Children,” pp. 370–373</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280</p> <p>The Creative Curriculum® for Preschool Literacy Kits Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p> |
| <p>CL Benchmark 3.2: Demonstrates knowledge of the alphabet</p> | | |
| <p>YI 1: * MI 1: * T 1: Recognizes some letters of the alphabet</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 20: Shows an awareness of pictures and print Step 1: Notices pictures Step 2: Recognizes and shows a beginning understanding of pictures Step 3: Recognizes that pictures have meaning and can tell a story Step 4: Demonstrates interest in print Step 5: Shows beginning understanding that print is useful</p> | <p>Chapter 3: “Enjoying Books and Stories,” pp. 115–117, p. 120; “Exploring Writing,” pp. 117–118, p. 121 Chapter 13: “Enjoying Stories and Books,” pp. 323–341</p> |
| <p>Pre3 1: Recognizes some letters and words in print Pre4 1: Identifies some known letters of the alphabet in familiar and unfamiliar words</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections</p> | <p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366; “Connecting Written Symbols With Sounds,” p. 366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32</p> <p>Scope and Sequence for Language and Literacy “Alphabet and Word Knowledge,” p. 283</p> <p>The Creative Curriculum® for Preschool Literacy Kits Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p> |

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| CL Benchmark 3.3: Demonstrates emergent phonemic/phonological awareness | chose 16 (below) as per equivalency table in IT2 Toolkit <i>Teacher’s Guide</i> | |
| YI 1: Turns toward speaker or loud sound MI 1: Imitates some consonants and inflections T 1: Shows awareness of beginning sounds in words | LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 16: Develops receptive language Step 1: Shows interest in speech of others Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech Step 3: Demonstrates understanding of simple multiword speech in familiar contexts Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories Step 5: Demonstrates understanding of increasingly complex and abstract spoken language | Chapter 3, What Children Are Learning: “The Sounds and Rhythms of Language,” pp. 113–114, p. 120 |
| Pre3 1: Recognizes matching sounds and rhymes in familiar words or words in songs Pre3 2: Recognizes sounds that match Pre4 1: Produces rhyming words Pre4 2: Discriminates separate syllables in words Pre4 3: Makes some letter-sound connections Pre4 4: Identifies some beginning and ending sounds in words | LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words | Chapter 3: “Phonological Awareness,” pp. 127–128, p. 132 Chapter 10: “Literacy: Phonological Awareness,” p. 362; “Connecting Written Symbols With Sounds,” p. 366; “Developmental Steps in Writing: Uses Letters That Represent Sounds in Words,” pp. 368 <i>Literacy: The Creative Curriculum® Approach</i> Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy “Listening,” p. 276; “Rhyming,” p. 276; “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Syllables,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279 <i>The Creative Curriculum® for Preschool Literacy Kits</i> Kit 1: Guided Learning—Listening and Speaking |
| CL Benchmark 3.4: Exhibits book handling skills | | |
| YI 1: * MI 1: Recognizes some books by the cover MI 2: Randomly points to familiar pictures in a book T 1: Holds a book right side up to look at pictures | LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 19: Enjoys books and being read to Step 1: Manipulates books as adult reads aloud Step 2: Engages briefly with books as they are read aloud and finds pleasure in the experience Step 3: Becomes increasingly engaged with the content of books that are read aloud Step 4: Begins to make connections between own life and the stories in books Step 5: Pretends to read favorite books | Chapter 3: “Enjoying Books and Stories,” pp. 115–117, p. 120 Chapter 13: “Enjoying Stories and Books,” pp. 323–341 |

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| <p>Pre3 1: Holds a book and looks at one page at a time</p> <p>Pre3 2: Looks at pages of a book left to right</p> <p>Pre4 1: Points to words in a book or runs finger along text from top to bottom while pretending to read</p> <p>Pre4 2: Knows that books have titles, authors, and often illustrators</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p> | <p>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 10: “Displaying and Caring for Materials,” pp. 360–361; “Matching Words With the Printed Text,” p. 366; “Recognizing Printed Words,” p. 366</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts,” p. 282</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> |
| <p>CL Benchmark 3.5: Develops/comprehends stories</p> | | |
| <p>YI 1: *</p> <p>MI 1: Listens to stories being read</p> <p>T 1: Sustains attention to a story being read</p> <p>T 2: Draws meaning from pictures, print, and text</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>20: Shows an awareness of pictures and print</p> <p>Step 1: Notices pictures</p> <p>Step 2: Recognizes and shows a beginning understanding of pictures</p> <p>Step 3: Recognizes that pictures have meaning and can tell a story</p> <p>Step 4: Demonstrates interest in print</p> <p>Step 5: Shows beginning understanding that print is useful</p> | <p>Chapter 3: “Enjoying Books and Stories,” pp. 115–117, p. 120</p> <p>Chapter 13: “Enjoying Stories and Books,” pp. 323–341, especially “Creating an Environment for Enjoying Stories and Books,” pp. 325–330</p> |

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| <p>Pre3 1: Acts out main events of a familiar story</p> <p>Pre3 2: Uses pictures and illustrations to tell and retell a story</p> <p>Pre4 1: Recalls information and sequence of a story (e.g., setting, characters, events)</p> <p>Pre4 2: Tells stories based on personal experiences, imagination, dreams, and/or stories from books</p> <p>Pre4 3: Tells stories with a beginning, middle and end</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p> | <p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Listening for Understanding,” p. 365; “Exploring Books,” p. 365; “Materials for Story Retelling,” p. 358; “Materials for Listening,” pp. 359; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Comprehension,” p. 284</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> |
| <p>CL Standard 4: Demonstrates emergent writing skills</p> | | |
| <p>CL Benchmark 4.1: Demonstrates an understanding that the purpose of writing is communication</p> | | |
| <p>YI 1: *</p> <p>MI 1: *</p> <p>T 1: Recognizes labels in the classroom</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>21: Experiments with drawing and writing</p> <p>Step 1: Notices drawing and writing tools</p> <p>Step 2: Begins to handle drawing and writing tools</p> <p>Step 3: Scribbles spontaneously</p> <p>Step 4: Experiments with scribbling</p> <p>Step 5: Scribbles with intention of communicating</p> | <p>Chapter 2: “Displaying Materials (With Picture and Word Labels),” p. 76</p> <p>Chapter 3: “Exploring Writing,” pp. 117–118, p. 121</p> |

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| <p>Pre3 1: Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories)</p> <p>Pre4 1: Recognizes that print represents spoken words (i.e., first name in print, environmental labels)</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing</p> <p>I. Imitates act of writing in play</p> <p>II. Understands there is a way to write that conveys meaning</p> <p>III. Writes to convey meaning</p> | <p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Writing,” pp. 109–119</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Writing Mechanics,” 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> |
| <p>CL Benchmark 4.2: Demonstrates an understanding of the basic concepts and conventions of print</p> | | |
| <p>YI 1: *</p> <p>MI 1: *</p> <p>TI: Shows beginning control of drawing and writing tools</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>20: Shows an awareness of pictures and print</p> <p>Step 1: Notices pictures</p> <p>Step 2: Recognizes and shows a beginning understanding of pictures</p> <p>Step 3: Recognizes that pictures have meaning and can tell a story</p> <p>Step 4: Demonstrates interest in print</p> <p>Step 5: Shows beginning understanding that print is useful</p> <p>21: Experiments with drawing and writing</p> <p>Step 1: Notices drawing and writing tools</p> <p>Step 2: Begins to handle drawing and writing tools</p> <p>Step 3: Scribbles spontaneously</p> <p>Step 4: Experiments with scribbling</p> <p>Step 5: Scribbles with intention of communicating</p> | <p>Chapter 2: “Displaying Materials (With Picture and Word Labels),” p. 76</p> <p>Chapter 3: “Enjoying Books and Stories,” pp. 115–117, p. 120</p> <p>Chapter 13: “Enjoying Stories and Books,” pp. 323–341</p> |

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| <p>Pre3 1: Demonstrates an understanding that letters are combined to make words Pre3 2: Knows how print is read (left to right, top to bottom, front to back) Pre4 1: Demonstrates an understanding that words are separated by spaces Pre4 2: Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)</p> | <p>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</p> | <p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Literacy: The Creative Curriculum® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Scope and Sequence for Language and Literacy “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283 The Creative Curriculum® for Preschool Literacy Kits Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p> |
| <p>CL Benchmark 4.3: Uses writing as a means of expression/communication</p> | | |
| <p>YI 1: * MI 1: * T 1: Scribbles as if writing</p> | <p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 21: Experiments with drawing and writing Step 1: Notices drawing and writing tools Step 2: Begins to handle drawing and writing tools Step 3: Scribbles spontaneously Step 4: Experiments with scribbling Step 5: Scribbles with intention of communicating</p> | <p>Chapter 3: “Exploring Writing,” pp. 117–118, p. 121</p> |
| <p>Pre3 1: Writes or draws; separated scribbles, shapes, pictures, to convey a story. Pre3 2: Demonstrates an understanding that drawings can represent ideas, stories or events Pre4 1: Writes some recognizable letters Pre4 2: Copies or writes familiar words</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 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</p> | <p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 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” Literacy: The Creative Curriculum® Approach Chapter 3: “Writing,” pp. 109–119 Scope and Sequence for Language and Literacy “Writing Mechanics,” p. 285 The Creative Curriculum® for Preschool Literacy Kits Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p> |

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| DEVELOPMENTAL/CONTENT AREA: APPROACHES TO LEARNING | | |
| ATL Standard 1: Demonstrates positive approaches to learning | | |
| ATL Benchmark 1.1: Demonstrates enthusiasm and persistence | | |
| <p>YI 1: Explores the environment through senses</p> <p>MI 1: Demonstrates curiosity (e.g., dumps objects from container, finds objects that have been put out of reach)</p> <p>T 1: Selects new as well as familiar activities</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention</p> <p>Step 1: Attends to sights and sounds</p> <p>Step 2: Continues an activity when an adult interacts</p> <p>Step 3: Focuses on activity of choice but is easily distracted</p> <p>Step 4: Continues an activity, despite distractions</p> <p>Step 5: Continues an activity until own goal is reached, despite distractions</p> | <p>Chapter 3: “Exploring Like Scientists,” pp. 129–135</p> <p>Chapter 4: : “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 12: “Imitating and Pretending,” pp. 309–321</p> <p>Chapter 13: “Enjoying Stories and Books,” pp. 323–341</p> <p>Chapter 14: “Connecting With Music and Movement,” pp. 343–355</p> <p>Chapter 15: “Creating With Art,” pp. 357–373</p> <p>Chapter 16: “Tasting and Preparing Food,” pp. 375–387</p> <p>Chapter 17: “Exploring Sand and Water,” pp. 389–401</p> <p>Chapter 18: “Going Outdoors,” pp. 403–421</p> |
| <p>Pre3 1: Attends to a familiar task with minimal adult prompting</p> <p>Pre4 1: Persists when trying to complete a task after many attempts have failed</p> <p>Pre4 2: Works to achieve a goal</p> | <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>24. Shows persistence in approaching tasks</p> <p>I. Sees simple tasks through to completion</p> <p>II. Continues to work on task even when encountering difficulties</p> <p>III. Works on task over time, leaving and returning to complete it</p> | <p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> |
| ATL Benchmark 1.2: Demonstrates positive work habits | | |
| <p>YI 1: Reaches for toys that are out of reach, but visible</p> <p>MI 1: Persists in attempts to reach objects or persons</p> <p>T 1: Follows familiar routines with assistance</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>10: Sustains attention</p> <p>Step 1: Attends to sights and sounds</p> <p>Step 2: Continues an activity when an adult interacts</p> <p>Step 3: Focuses on activity of choice but is easily distracted</p> <p>Step 4: Continues an activity, despite distractions</p> <p>Step 5: Continues an activity until own goal is reached, despite distractions</p> | <p>Chapter 3: “The Foundation for All Learning,” pp. 108–109</p> <p>All Routines chapters (6-10): “Hellos and Good-Byes,” pp. 221–231; “Diapering and Toileting,” pp. 233–245; “Eating and Mealtimes,” pp. 247–261; “Sleeping and Nap Time,” pp. 263–275; “Getting Dressed,” pp. 277–287</p> <p>All Experiences chapters (11–18): “Playing With Toys,” pp. 291–307; “Imitating and Pretending,” pp. 309–321; “Enjoying Stories and Books,” pp. 323–341; “Connecting With Music and Movement,” pp. 343–355; “Creating With Art,” pp. 357–373; “Tasting and Preparing Food,” pp. 375–387; “Exploring Sand and Water,” pp. 389–401; “Going Outdoors,” pp. 403–421</p> |

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| Pre3 1: Manages transitions between one activity to the next Pre4 1: Uses classroom materials purposefully and respectfully Pre4 2: Returns materials and toys to designated locations | 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 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; “Transition Times,” pp. 88–89; “Mealtimes,” pp. 90–91 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420 Section in all Interest Area chapters: “Creating an Environment for ____; Selecting and Displaying Materials” |
| DEVELOPMENTAL/CONTENT AREA: SCIENCE | | |
| SCI Standard 1: Demonstrating an understanding of the process of scientific inquiry and logical thinking | | |
| SCI Benchmark 1.1: Demonstrates inquiry skills including problem-solving and decision making | | |
| YI 1: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies) MI 1: Initiates actions (e.g., banging on pots/pans) T 1: Demonstrates an understanding of basic cause and effect T 2: Searches briefly for hidden objects | COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 12: Shows a beginning understanding of cause and effect Step 1: Explores objects and notices how they react Step 2: Discovers that repeated actions yield similar effects Step 3: Explores ways to make something happen Step 4: Expects people and objects to respond to actions in particular ways Step 5: Begins to investigate causes when something unexpected happens 14: Uses problem-solving strategies Step 1: Demonstrates awareness of a problem Step 2: Imitates the way others solve problems, immediately after seeing them do so Step 3: Experiments with trial-and-error approaches to simple problems Step 4: Persists with trial-and-error approaches to solving a problem Step 5: Carries out own plan for solving simple problems | Chapter 3: “Exploring Like Scientists,” pp. 129–135 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 Chapter 15: “Creating With Art,” pp. 357–373 Chapter 17: “Exploring Sand and Water,” pp. 389–401 Chapter 18: “Going Outdoors,” pp. 403–421 Sections in all Experiences Chapters (11–18): “Caring and Teaching;” “Responding to and Planning for Each Child;” “Responsive Planning” |

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| <p>Pre3 1: Makes observations and communicates findings with others (e.g., “look this tree has big, green leaves)</p> <p>Pre3 2: Tries alternative solutions to problems</p> <p>Pre4 1: Answers questions and/or tests predictions using simple experiments (e.g., cracking a nut to look inside)</p> <p>Pre4 2: Asks/answers questions about objects, organisms, and events in their environment</p> | <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</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</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>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>The Creative Curriculum® Study Starters</p> <p>See especially: <i>Rocks, Water Pipes, Boxes, Buildings, Shadows, Wheels, Trash & Garbage, Ants, Flowers</i></p> |
| <p>SCI Standard 2 Demonstrates knowledge of the fundamental concepts, principles and interconnections of the life, physical, and space sciences</p> | | |
| <p>SCI Benchmark 2.1: Demonstrates an understanding of the basic properties of living and non living things</p> | | |
| <p>YI 1: Explores objects with hands and mouth</p> <p>MI 1: Names familiar objects, animals, body parts (e.g., arm, hand)</p> <p>T 1: Shows interest in living things (e.g., animals, plants)</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>11: Understands how objects can be used</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Learns how objects work by handling them and watching others use them</p> <p>Step 3: Uses familiar objects in conventional ways</p> <p>Step 4: Plans ways to use objects to perform one-step tasks</p> <p>Step 5: Plans ways to use objects to perform multi-step tasks</p> | <p>Chapter 3: “Exploring Like Scientists,” pp. 129–135</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 14: “Connecting With Music and Movement,” pp. 343–355</p> <p>Chapter 15: “Creating With Art,” pp. 357–373</p> <p>Chapter 17: “Exploring Sand and Water,” pp. 389–401</p> <p>Chapter 18: “Going Outdoors,” pp. 403–421</p> <p>Sections in all Experiences Chapters (11–18): “Caring and Teaching;” “Responding to and Planning for Each Child;” “Responsive Planning”</p> |
| <p>Pre3 1: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics)</p> <p>Pre4 1: Demonstrates understanding that living things exist in different environments (e.g., fish can live in the ocean because they can breathe under water)</p> | <p>No objectives in <i>The Creative Curriculum®</i> align directly with this item.</p> | <p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>The Creative Curriculum® Study Starters</p> <p>“Investigate the Topic”</p> <p>See especially: <i>Ants, Flowers, Rocks</i></p> |

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| SCI Benchmark 2.2 Knows and applies concepts that describe how living things interact with each other and with their environment | | |
| YI 1: Recognizes familiar people and objects MI 1: Explores living and non-living things (e.g., plays with toys; babbles to parent or other person) T 1: Demonstrates an understanding that people need food and water to live | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 3: “Exploring Like Scientists,” pp. 129–135 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 17: “Exploring Sand and Water,” pp. 389–401 Chapter 18: “Going Outdoors,” pp. 403–421 |
| Pre3 1: Understands that living things need air, water and food Pre4 1: Describes simple life cycles of different living things (e.g., plants, animals) | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522, especially: “Caring for Living Things,” pp. 500–501; “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® Study Starters</i> See especially: <i>Ants, Flowers</i> |
| DEVELOPMENTAL/CONTENT AREA: MATHEMATICAL KNOWLEDGE | | |
| MK Standard 1: Demonstrates understanding of number concepts and numerical operations | | |
| MK Benchmark 1.1 Demonstrates understanding of numbers | | |
| YI 1: Holds small object in one hand while reaching toward another object MI 1: Signs for more (understands “more”) T 1: Rote counts to 3 T 2: Names numbers but not in sequence | COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 13: Shows a beginning understanding that things can be grouped Step 1: Explores objects, using all senses Step 2: Notices particular characteristics of objects Step 3: Begins to manipulate objects according to particular attributes Step 4: Begins to match objects by similarities Step 5: Groups objects with similar characteristics | Chapter 3, What Children Are Learning: “Discovering Mathematical Relationships,” pp. 122–127; “Number Concepts,” pp. 122–123; “Helping Children Discover Mathematical Relationships,” pp. 127–128; “Number Concepts: Counting,” p. 127; “Number Concepts: Relative Sizes and Amounts,” p. 127; “Sorting and Classifying,” p. 128 Chapter 8: “Eating and Mealtimes,” pp. 247–261 Chapter 10: “Getting Dressed,” pp. 277–287 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 Chapter 16: “Tasting and Preparing Food,” pp. 375–387 |

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| <p>Pre3 1: Spontaneously counts for own purposes</p> <p>Pre3 2: Demonstrates understanding of more and less</p> <p>Pre4 1: Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, “There are five blocks.”)</p> <p>Pre4 2: Rote counts to 10</p> | <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p> | <p>Chapter 3: “Number Concepts,” pp. 134–135, 140</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: “Number and Operations,” pp. 7–14</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p> <p>The Creative Curriculum® for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data</p> |
| <p>MK Benchmark 1.2: Demonstrates an understanding of number computation</p> | | |
| <p>YI 1: *</p> <p>MI 1: Fills containers of different sizes with objects, then dumps them out (e.g., buckets, baskets)</p> <p>T 1: Matches large pegs to holes</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Notices particular characteristics of objects</p> <p>Step 3: Begins to manipulate objects according to particular attributes</p> <p>Step 4: Begins to match objects by similarities</p> <p>Step 5: Groups objects with similar characteristics</p> | <p>Chapter 3, What Children Are Learning: “Number Concepts,” pp. 122–123; “Helping Children Discover Mathematical Relationships,” pp. 127–128; “Number Concepts: Counting,” p. 127; “Number Concepts: Relative Sizes and Amounts,” p. 127</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 17: “Exploring Sand and Water,” pp. 389–401</p> |

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| <p>Pre3 1: Demonstrates an understanding that a single object is always “one” regardless of size, shape and other attributes</p> <p>Pre4 1: Adds two groups of concrete objects by counting the total (e.g., three blue pegs, three yellow pegs, six pegs altogether)</p> <p>Pre4 2: Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks, I’m eating one! Now I have three”)</p> | <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>33. Uses one-to-one correspondence</p> <p>I. Matches pairs of objects in one-to-one correspondence</p> <p>II. Places objects in one-to-one correspondence with another set</p> <p>III. Uses one-to-one correspondence as a way to compare two sets</p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p> | <p>Chapter 3: “Number Concepts,” pp. 134–135, 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: “Number and Operations,” pp. 7–14</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p> <p>The Creative Curriculum® for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data</p> |
| <p>MK Benchmark 1.3 Understands number concepts</p> | | |
| <p>YI 1: *</p> <p>MI 1: Demonstrates understanding of “all gone”</p> <p>T 1: Demonstrates an understanding of ‘more’ in reference to food or play</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Notices particular characteristics of objects</p> <p>Step 3: Begins to manipulate objects according to particular attributes</p> <p>Step 4: Begins to match objects by similarities</p> <p>Step 5: Groups objects with similar characteristics</p> | <p>Chapter 3, What Children Are Learning: “Number Concepts,” pp. 122–123; “Helping Children Discover Mathematical Relationships,” pp. 127–128; “Number Concepts: Counting,” p. 127; “Number Concepts: Relative Sizes and Amounts,” p. 127</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 16: “Tasting and Preparing Food,” pp. 375–387</p> |

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| Pre3 1: Recognizes whole/part concept related to concrete objects Pre4 1: Estimates amounts Pre4 2: Identifies positions as first and last | 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 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 | Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Measurement,” pp. 137–138, 141 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: “Geometry and Spatial Sense,” pp. 15–23; “Measurement,” pp. 24–30 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 Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Appendix: “Geometry and Spatial Sense Observation Form,” p. 344 The Creative Curriculum® for Preschool Math Kits Kit 1: Number, Geometry, and Data Kit 2: Patterns and Measurement |
| MK Benchmark 1.4 Develops knowledge of sequence and temporal awareness | | |
| YI 1: Creates own pattern of self regulation, eating and wakeful play MI 1: Constructs a sense of time through participation in daily activities T 1: Follows known routines | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity | Chapter 2: “Creating a Structure for Each Day”: “Planning a Daily Schedule,” pp. 86–87; “Characteristics of an Appropriate Schedule,” p. 87; “Individualizing the Schedule for Infants,” pp. 88–91; “Schedules for Toddlers and Twos,” pp. 91, 94; “Daily Schedule,” pp. 92–93 Chapter 3, What Children Are Learning: “Discovering Mathematical Relationships,” pp. 122–127 Chapter 7: “Diapering and Toileting,” pp. 233–245 Chapter 8: “Eating and Mealtimes,” pp. 247–261 Chapter 9: “Sleeping and Nap Time,” pp. 263–275 Chapter 10: “Getting Dressed,” pp. 277–287 |

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| <p>Pre3 1: Describes the sequence of daily events (e.g., “We will go outside after snack time.”).</p> <p>Pre4 1: Uses language associated with time in everyday situations (e.g., “I go swimming after lunch”)</p> | <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p> | <p>Chapter 2: “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 3: “Measurement,” pp. 137–138, 141</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>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 3: “Integrating Mathematics Throughout the Day,” pp. 72–78</p> <p>The Creative Curriculum® for Preschool Math Kits</p> <p>Kit 2: Patterns and Measurement</p> |
| <p>MK Standard 2: Demonstrates an understanding of patterns and relationships (Algebra)</p> | | |
| <p>MK Benchmark 2.1: Uses the attributes of objects for comparison and patterning</p> | | |
| <p>YI 1: Attends to most faces and voices</p> <p>MI 1: Differentiates between familiar and unfamiliar persons</p> <p>T 1: Groups two or more objects by one attribute (e.g., shape, color, size)</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Notices particular characteristics of objects</p> <p>Step 3: Begins to manipulate objects according to particular attributes</p> <p>Step 4: Begins to match objects by similarities</p> <p>Step 5: Groups objects with similar characteristics</p> | <p>Chapter 3: “Sorting and Classifying,” pp. 126–127, p. 128</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> |

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| <p>Pre3 1: Recognizes, describes, compares, and names common objects by one or more attributes</p> <p>Pre3 2: Describes an object by characteristics it does or does not possess (e.g., “This button doesn’t have holes.”)</p> <p>Pre4 1: Uses blocks, beads or other materials to make or extend patterns</p> <p>Pre4 2: With adult direction, uses standard and nonstandard measurement units (e.g., measuring body length with unifix cubes, counting number of cups to fill a bucket with water)</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>30. Recognizes patterns and can repeat them</p> <p>I. Notices and recreates simple patterns with objects</p> <p>II. Extends patterns or creates simple patterns of own design</p> <p>III. Creates complex patterns of own design or by copying</p> | <p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Measurement,” pp. 137–138, 141; “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269, especially “What Children Learn in the Block Area: Mathematics,” p. 253</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401, especially “What Children Learn in the Discovery Area: Mathematics,” pp. 391–392</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development”</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: “Measurement,” pp. 24–30; “Patterns (Algebra),” pp. 31–38; “Data Analysis,” pp. 39–45</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; “Mathematics in the Discovery Area,” pp. 138–142</p> <p>The Creative Curriculum® for Preschool Math Kits</p> <p>Kit 2: Patterns and Measurement</p> |
| MK Standard 3: Demonstrates an understanding of geometric and spatial sense | | |
| MK Benchmark 3.1 Recognizes and describes spatial relationships | | |
| <p>YI 1: Exhibits some sense of size, color, and shape recognition of objects in immediate environment</p> <p>MI 1: Uses trial and error strategies to fit objects together</p> <p>T 1: Demonstrates an understanding of simple location/position words (e.g., under, in, out)</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Notices particular characteristics of objects</p> <p>Step 3: Begins to manipulate objects according to particular attributes</p> <p>Step 4: Begins to match objects by similarities</p> <p>Step 5: Groups objects with similar characteristics</p> | <p>Chapter 3: “Geometry and Spatial Relationships,” pp. 125–126, p. 128</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> <p>Chapter 14: “Connecting With Music and Movement,” pp. 343–355</p> <p>Chapter 18: “Going Outdoors,” pp. 403–421</p> |

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| <p>Pre3 1: Uses actions and words to indicate position (e.g., over, inside), location (close, far away), or movement (fast, slow)</p> <p>Pre4 1: Demonstrates an understanding of directionality, order and position (e.g., up/down, before/after, first and last)</p> | <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <p>I. Shows comprehension of basic positional words and concepts</p> <p>II. Understands and uses positional words correctly</p> <p>III. Shows understanding that positional relationships vary with one’s perspective</p> | <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 13: “Music and Movement,” pp. 423–441</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; “Mathematics in the Music and Movement Area,” pp. 148–151; “Mathematics in the Outdoor Area,” pp. 162–167</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> |
| <p>MK Benchmark 3.2 Recognizes geometric shapes and their attributes</p> | | |
| <p>YI 1: Visually prefers items of high contrast (black and white); circles, and moving objects</p> <p>MI 1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects)</p> <p>T 1: Places simple shapes in form boards and puzzles</p> | <p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</p> <p>13: Shows a beginning understanding that things can be grouped</p> <p>Step 1: Explores objects, using all senses</p> <p>Step 2: Notices particular characteristics of objects</p> <p>Step 3: Begins to manipulate objects according to particular attributes</p> <p>Step 4: Begins to match objects by similarities</p> <p>Step 5: Groups objects with similar characteristics</p> | <p>Chapter 3: “Geometry and Spatial Relationships,” pp. 125–126, p. 128</p> <p>Chapter 11: “Playing With Toys,” pp. 291–307</p> |

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|---|---|--|
| Pre3 1: Identifies basic shapes in the environment (e.g., circle, square, triangle) Pre4 1: Uses shapes (e.g., blocks) separately or in combination to produce pictures and objects | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason | Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 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: “Geometry and Spatial Sense,” pp. 15–23 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Appendix: “Geometry and Spatial Sense Observation Form,” p. 344 The Creative Curriculum® for Preschool Math Kits Kit 1: Number, Geometry, and Data |
| DEVELOPMENTAL/CONTENT AREA: SOCIAL STUDIES | | |
| SS Standard 1: Demonstrates an understanding of basic economic concepts | | |
| SS Benchmark 1.1 Demonstrates a beginning understanding of trade as an exchange of goods and services | | |
| YI 1: Demonstrates beginning awareness of objects in environment MI 1: Identifies objects as “mine” T 1: Shares with others and take turns with adult guidance | SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 6: Learns to be a member of a group Step 1: Shows interest in being with others Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines Step 4: Begins to accept that others’ needs are important, in addition to own Step 5: Participates actively in group experiences | Chapter 4: “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144 |
| Pre3 1: Trades or exchanges materials or objects with others Pre3 2: Discriminates between ‘yours’ and ‘mine’ Pre4 1: Demonstrates an understanding that money can be exchanged for goods and services. | 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 2: “Helping Children to Make Friends,” pp. 105–106; “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” The Creative Curriculum® Study Starters See especially: <i>Clothes</i> |

| Kansas Early Learning Standards: Standards, Benchmarks, and Indicators | <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> Developmental Continuum Goals, Objectives, and Developmental Steps | <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> and Related Publications |
|---|---|--|
| SS Standard 2: Demonstrates an understanding of basic geographic concepts | | |
| SS Benchmark 2.1: Demonstrates an understanding of the relationships between people and places. | | |
| YI 1: * MI 1: Demonstrates an understanding that objects and persons exist when not in sight T 1: Talks about objects and people in familiar environments (e.g., house, grocery store) | COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 15: Engages in pretend play Step 1: Watches the actions of others Step 2: Imitates the actions of others Step 3: Uses objects in pretend play as they are used in real life Step 4: Substitutes one object for another in pretend play Step 5: Uses real and imaginary objects in pretend play | The Foundation: “Object Permanence,” p. 13 Chapter 1: “Cognitive Development,” pp. 29–31 Chapter 3: “Exploring The Social World,” pp. 132–133; “Encouraging Children to Explore the Social World,” pp. 134–135 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 12: “Imitating and Pretending,” pp. 309–321 Section in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Self and Others,” “Supporting Development and Learning: Learning About the World” |
| Pre3 1: Creates representations of familiar places through various materials. (e.g., build a fire station with blocks, draw a picture of home) Pre4 1: Creates simple “maps” or drawings of familiar places. Pre4 2: Matches objects to usual locations (e.g., tree in a park; bed in bedroom) | 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: “People and How They Live,” pp. 147–148, 150; “Spaces and Geography,” pp. 146–147, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum® Study Starters</i> See especially: <i>Buildings, Wheels</i> |
| DEVELOPMENTAL/CONTENT AREA: FINE ARTS | | |
| FA Standard 1: Demonstrates creativity through the arts | | |
| FA Benchmark 1.1: Demonstrates self expression and appreciation for music | | |
| YI 1: Attends to voices, music, and other sounds in environment MI 1: Initiates sounds from musical toys (e.g., push toys, toys that make sounds/music) MI 2: Coos, babbles, hums rhythmically T 1: Attempts to sing along with simple songs (e. g., imitates some sounds, actions or words) | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 4: “Guiding Children’s Learning,” pp. 160–167 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 |

| Kansas Early Learning Standards: Standards, Benchmarks, and Indicators | <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> Developmental Continuum Goals, Objectives, and Developmental Steps | <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> or <i>The Creative Curriculum® for Preschool</i> and Related Publications |
|--|---|--|
| Pre3 1: Sings along with others Pre3 2: Requests preferred songs Pre4 1: Uses a variety of musical instruments | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441 |
| FA Benchmark 1.2: Demonstrates self expression through dance and movement | | |
| YI 1: See FA1.1 YI 1 MI 1: Sways or “dances” to music T 1: Attempts to move to the beat of music | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 4: “Guiding Children’s Learning,” pp. 160–167 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 |
| Pre3 1: Explores different ways of body movement with and without music Pre4 1: Responds to changes in tempo (e.g., moving slowly or quickly, on tiptoes to soft music, gliding to a waltz). | No objectives in <i>The Creative Curriculum®</i> align directly with this item. | Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441 |
| FA Benchmark 1.3: Demonstrates self expression and appreciation for visual arts | | |
| YI 1: Attends to designs with contrast MI 1: Prefers complexity in designs over simple contrast T 1: Explores a variety of art media and processes (e.g., finger/brush painting, cutting, gluing, etc) | LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 21: Experiments with drawing and writing Step 1: Notices drawing and writing tools Step 2: Begins to handle drawing and writing tools Step 3: Scribbles spontaneously Step 4: Experiments with scribbling Step 5: Scribbles with intention of communicating | Chapter 4: “Guiding Children’s Learning,” pp. 160–167 Chapter 15: “Creating With Art,” pp. 357–373 |
| Pre3 1: Plans and works independently to create own art representations Pre4 1: Recognizes and describes various art forms (e.g., photographs, sculpture, painting) | 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 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” |