

**Alignment of the *Louisiana Prekindergarten GLEs Opportunity Checklist* With  
The Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5* and  
Related Publications from *The Creative Curriculum® System*:**

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

*The Creative Curriculum® for Preschool* is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content and develop social competence. *The Creative Curriculum* shows teachers how to set up a classroom 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 Developmental Continuum* Assessment System, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

**The *Developmental Continuum*** has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective 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 also created Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

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

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

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**References**

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Heroman, C. & Jones, C. (2004). *Literacy: The Creative Curriculum® approach*. Washington, DC: Teaching Strategies, Inc.

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Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3–5*. 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*. Washington, DC: Author. 2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*. 2006 Series: *Water Pipes, Exercise, Wheels, Trash, Shadows, and Chairs*.

<i>Louisiana Prekindergarten GLEs</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>		
<b>SELF ESTEEM</b>		
Responds to own name	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120
Stands up for own rights in an appropriate manner	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights	Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”
Recognizes and expresses own feelings and responds appropriately	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Demonstrates appropriate behaviors when completing tasks/solving problems	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	

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<b>ATTITUDE</b>		
Separates easily from parent	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Plays well with other children	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child	
Responds sympathetically to peers who are in need	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	
Recognizes the feelings of others and responds appropriately	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	

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<b>COOPERATION</b>		
Develops increasing abilities to give and take in interactions	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child	Chapter 2: “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120
Works or plays cooperatively with others with minimal directions	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn	Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198
Responds appropriately during teacher-guided and child-initiated activities	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance	
Uses conflict resolution strategies	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise	
Develops appropriate listening skills	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	

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<b>PRO-SOCIAL BEHAVIOR</b>		
Progressing in expressing feelings/needs/opinions in difficult situations	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Develops understanding of how their actions affect others	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	
Demonstrates capacity to follow rules/routines/use materials	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	
<b>FAMILY</b>		
Demonstrates knowledge of personal information	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105
Identifies family composition and describes roles of family members	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “The Family’s Role,” pp. 211–241 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Discusses family traditions, practice, and cultural roots of family members	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10 “Sample Investigations,” pp. 14–23

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<b>DIVERSITY</b>		
Recognizes himself/others as unique individuals	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> <li>I. Is aware of other children’s feelings and often responds in a like manner</li> <li>II. Shows increasing awareness that people may have different feelings about the same situation</li> <li>III. Recognizes what another person might need or want</li> </ul>	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”  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10 “Sample Investigations,” pp. 14– 23
Demonstrates emerging awareness/respect for culture/ethnicity	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
Demonstrates emerging awareness/respect for abilities/disabilities	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
Begins to demonstrate understanding of social justice/social issues	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 12. Shares and respects the rights of others <ul style="list-style-type: none"> <li>I. With prompts, shares or takes turns with others</li> <li>II. Shares toys or allows turn in response to another child’s request</li> <li>III. Shares and defends the rights of others to a turn</li> </ul>	

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<b>SCIENTIFIC DEVELOPMENT</b>		
<b>SCIENTIFIC INQUIRY</b>		
Asks questions about objects/events in the environment	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding	Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”
Poses questions that can be answered using own observations/scientific observations	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
Uses the five senses to describe observations	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	<b><i>The Creative Curriculum® Study Starters</i></b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12
Selects/uses developmentally appropriate equipment/tools/units of measurement to observe & collect data	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	“Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14– 23
Expresses data in a variety of ways—illustrations, graphs, charts, tables, construction maps, oral, written explanations	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	
Uses variety of formats to describe procedures, express ideas	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
Identifies and uses safety procedures & equipment	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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	

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<b>UNDERSTANDING SCIENTIFIC INQUIRY</b>		
Recognizes that a variety of tools can be used to examine magnified objects	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Science,” p. 10 “Integrate Content Area Learning: Technology,” p. 11
<b>PHYSICAL SCIENCE - PROPERTIES OF OBJECTS AND MATERIALS</b>		
Sorts objects using one characteristic	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	Chapter 3: “Physical Science,” pp. 142–143, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401
Determines whether objects sink or float	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”  <b><i>The Creative Curriculum® Study Starters</i></b> “What Children Want to Know,” p. 7
Describes properties of materials with the aid of equipment	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	“Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14–23
Determines if one object weighs more/less using a pan balance	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
Compares properties of different solids/liquids through observation	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	
Identifies components of simple mixtures (e.g., salt/water, rice/beans)	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	

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<b>POSITION AND MOTION OF OBJECTS</b>		
Demonstrates motion using own bodies	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	Chapter 3: “Physical Science,” pp. 142–143, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
Explores the motion of objects by using balls, toy cars, spinning tops	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	<b><i>The Creative Curriculum® Study Starters</i></b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14– 23 Note especially <i>Balls, Water Pipes, and Wheels</i>
<b>FORMS OF ENERGY</b>		
Identifies different sounds as soft or loud	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Physical Science,” pp. 142–143, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”  <b><i>The Creative Curriculum® Study Starters</i></b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14– 23 Note especially <i>Balls, Water Pipes, and Wheels</i>
Identifies selected substances as hot or cold	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	

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<b>LIFE SCIENCE - CHARACTERISTICS OF ORGANISMS</b>		
Identifies parts of the body and how they move	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162
Gives examples of different kinds of plants and animals	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
Distinguishes food items from nonfood items	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	<b><i>The Creative Curriculum® Study Starters</i></b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Outdoors,” p. 13 “Sample Investigations,” pp. 14– 23 Note especially <i>Ants</i> and <i>Flowers</i>
<b>LIFE CYCLES</b>		
Learns about animals and plants through nonfiction literature	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162
Observes /cares for pets and plants	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522, see especially “Caring for Living Things,” pp. 500–501 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”  <b><i>The Creative Curriculum® Study Starters</i></b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Outdoors,” p. 13 “Sample Investigations,” pp. 14– 23 Note especially <i>Ants</i> and <i>Flowers</i>

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<b>ORGANISMS AND THEIR ENVIRONMENTS</b>		
Describes plants and animals in the school yard or home environment	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></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>Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “Outdoors,” pp. 493–522, see especially “Caring for Living Things,” pp. 500–501</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Investigate the Topic,” p. 12</p> <p>“Enhancements to Interest Areas: Discovery,” p. 13</p> <p>“Enhancements to Interest Areas: Outdoors,” p. 13</p> <p>“Sample Investigations,” pp. 14– 23</p> <p>Note especially <i>Ants</i> and <i>Flowers</i></p>
<b>EARTH AND SPACE SCIENCE</b>		
Explores and describes various properties of rocks, minerals, soils	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>25. Explores cause and effect</p> <p>I. Notices and comments on effect</p> <p>II. Wonders “what will happen if” and tests out possibilities</p> <p>III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“What Children Want to Know,” p. 7</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Investigate the Topic,” p. 12</p> <p>“Enhancements to Interest Areas: Discovery,” p. 13</p> <p>“Enhancements to Interest Areas: Sand and Water,” p. 13</p> <p>“Enhancements to Interest Areas: Outdoors,” p. 13</p> <p>“Sample Investigations,” pp. 14– 23</p> <p>Note especially <i>Rocks</i></p>

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<b>PROPERTIES OF EARTH MATERIALS</b>		
Describes the weather and its daily changes	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
Describes different types of weather; gives examples of how activities, appropriate attire are affected	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	<b><i>The Creative Curriculum® Study Starters</i></b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Enhancements to Interest Areas: Outdoors,” p. 13 “Sample Investigations,” pp. 14–23 Note especially <i>Rocks</i>
<b>OBJECTS IN THE SKY</b>		
Learns about objects in the sky through nonfiction literature	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162

<i>Louisiana Prekindergarten GLEs</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>		
<b>HEALTH AND HYGIENE</b>		
Shows awareness of healthy lifestyle practices	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures	Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92 Chapter 14: “Cooking,” pp. 443–469
Shows awareness of good hygiene and personal care	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living	
<b>NUTRITION</b>		
Exhibits knowledge that some foods are better for the body than others	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469
<b>SAFETY</b>		
Identifies harmful objects, substances, behaviors	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
Is aware of and follows universal safety rules	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518

<i>Louisiana Prekindergarten GLEs</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>GROSS MOTOR DEVELOPMENT</b>		
Exhibits body coordination and strength	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> <li>I. Moves with direction and beginning coordination</li> <li>II. Moves with direction and increasing coordination</li> <li>III. Moves with direction and refined coordination</li> </ul> <p>16. Climbs up and down</p> <ul style="list-style-type: none"> <li>I. Climbs a short, wide ladder</li> <li>II. Climbs up and down stairs and ladders, and around obstacles</li> <li>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</li> </ul> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> <li>I. Pedals in forward direction, steering around wide corners</li> <li>II. Pedals and steers around obstacles and sharp corners</li> <li>III. Rides with speed and control</li> </ul> <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> <li>I. Throws, catches, and kicks objects with somewhat awkward movements</li> <li>II. Throws, catches, and kicks with increasing control</li> <li>III. Throws and kicks at target and catches with increasing accuracy</li> </ul>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20</p> <p>Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424</p> <p>Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
Exhibits balance and spatial awareness	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> <li>I. Attempts to walk along a line, stepping off occasionally</li> <li>II. Walks along wide beam such as edge of sandbox</li> <li>III. Walks forward easily, and backward with effort, along a wide beam</li> </ul>	

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<b>FINE MOTOR DEVELOPMENT</b>		
Strengthens and controls small muscles in hands	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472
Exhibits manual coordination	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name	
Participates in eye-hand coordination activities	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail	

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<b>MATHEMATICS</b>		
<b>NUMBER RELATIONS</b>		
Counts by ones to 10	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting <ul style="list-style-type: none"> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</li> <li>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</li> </ul>	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13
Counts a set of 5 or fewer objects using 1 to 1 correspondence	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 33. Uses one-to-one correspondence <ul style="list-style-type: none"> <li>I. Matches pairs of objects in one-to-one correspondence</li> <li>II. Places objects in one-to-one correspondence with another set</li> <li>III. Uses one-to-one correspondence as a way to compare two sets</li> </ul>	
Identifies an object’s position as first or last	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 29. Arranges objects in a series <ul style="list-style-type: none"> <li>I. Notices when one object in a series is out of place</li> <li>II. Figures out a logical order for a group of objects</li> <li>III. Through trial and error, arranges objects along a continuum according to two or more physical features</li> </ul>	
Identifies numerals 1-5 __1 __2 __3 __4 __5	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
Compares sets of objects using same/different & more/less	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>	

<i>Louisiana Prekindergarten GLEs</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>MEASUREMENT</b>		
<p>Uses comparative vocabulary          ___long/longer ___more/less          ___short/shorter ___bigger/small          ___hotter/colder ___ heavier/lighter</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b>          26. Applies knowledge or experience to a new context              I. Draws on everyday experiences and applies this knowledge to similar situations              II. Applies new information or vocabulary to an activity or interaction              III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>          28. Compares/measures              I. Notices similarities and differences              II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume              III. Understands/uses measurement words and some standard measurement tools</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141          Chapter 8: “Toys and Games,” pp. 295–315          Chapter 11: “Discovery,” pp. 381–401          Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b>          “Integrate Content Area Learning: Math,” pp. 10–11          “Enhancements to Interest Areas: Toys and Games,” p. 13          “Enhancements to Interest Areas: Discovery,” p. 13</p>
<p>Uses words such as day/week, month, schedule, morning, noon, night</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>          31. Shows awareness of time concepts and sequence              I. Demonstrates understanding of the present and may refer to past and future              II. Uses past and future tenses and time words appropriately              III. Associates events with time-related concepts</p>	

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<b>GEOMETRY</b>		
Identifies rectangles, squares, circles and triangles using concrete models	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
Sorts concrete objects by attribute (shape, size, color)	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Enhancements to Interest Areas: Discovery,” p. 13 Note especially <i>Boxes, Buildings, and Balls</i>
Uses words to indicate direction and position	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	
Recognizes and manipulates an object’s position in space	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	

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<b>DATA ANALYSIS/PROBABILITY/ DISCRETE MATH</b>		
Arranges objects/pictures to make an object or picture graph	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>37. Makes and interprets representations</p> <p>I. Draws or constructs and then names what it is</p> <p>II. Draws or builds a construction that represents something specific</p> <p>III. Plans then creates increasingly elaborate representations</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“What Children Already Know,” p. 6</p> <p>“What Children Want to Know,” p. 7</p> <p>“Integrate Content Area Learning: Math,” pp. 10–11</p> <p>“Investigate the Topic,” p. 12</p> <p>“Sample Investigations,” pp. 14–23</p>
<b>PATTERNS/RELATIONSHIPS AND FUNCTIONS</b>		
Recognizes and copies repeated patterns (concrete objects, songs, rhymes and body movements)	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></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</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Integrate Content Area Learning: Math,” pp. 10–11</p> <p>“Enhancements to Interest Areas: Toys and Games,” p. 13</p> <p>“Enhancements to Interest Areas: Discovery,” p. 13</p> <p>Note especially <i>Boxes, Buildings, and Balls</i></p>

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<b>CREATIVE ARTS DEVELOPMENT</b>		
<b>DRAMATIC APPRECIATION</b>		
Attends a variety of dramatic performances	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13
Participates in discussions of dramatic performances	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
<b>DRAMATIC EXPRESSION</b>		
Uses role or puppet play to express feelings, dramatize, try out behaviors, re-enact real life roles	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13
Participates in activities using symbolic materials and gestures	36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	
<b>MUSIC APPRECIATION</b>		
Listens to a variety of musical genre	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13
Responds to variations in music (pitch, volume, tempo, etc.)	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying	
<b>MUSIC EXPRESSION</b>		
Uses music as an avenue to express thoughts, feelings, energy	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13
Participates in group singing, finger plays, rhymes, poetry, rhythm	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	

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<b>CREATIVE MOVEMENT</b>		
Observes various forms of movement	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441
Communicates words or concepts through movement	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13
Shows creativity using their bodies (dance, march, hop, etc.)	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
<b>VISUAL ARTS APPRECIATION</b>		
Observes various forms of art expression (paintings, drawings, etc.)	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349
Shares various forms of art (sculpture, pencils, pens, paints, clay)	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Art,” p. 13
<b>CREATIVE EXPRESSION</b>		
Participates in individual and group art activities	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	Chapter 3: “The Arts,” pp. 152–155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Enhancements to Interest Areas: Art,” p. 13 “Enhancements to Interest Areas: Music and Movement,” p. 13

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<b>SOCIAL STUDIES</b>		
<b>GEOGRAPHY</b>		
Identifies representations of roads, bodies of water, and buildings in play activities	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122 Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Demonstrates an awareness of the world around them	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10
<b>CIVICS</b>		
Identifies community workers and their jobs	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Discusses ways people help each other such as sharing, paying attention, taking turns	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10
Participates in patriotic activities	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
<b>ECONOMICS</b>		
Demonstrates an awareness of the uses of money in play activities	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10

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<b>HISTORY</b>		
Demonstrates an awareness of time (yesterday, today, tomorrow)	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p>

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<b>ENGLISH LANGUAGE ARTS</b>		
<b>READING AND RESPONDING</b>		
Makes rhyming sounds	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Phonological Awareness,” pp. 127–128, 132; “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”
Segments, blends syllables	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Vocabulary and Language,” pp. 11–15; “Phonological Awareness,” pp. 16–21; “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77; “Playing: Children’s Work,” pp. 120–126; “Supporting Children’s Play,” pp. 122–125
Identifies, manipulates onset and rime/3 sounds (cvc)	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	<b>Scope and Sequence for Language and Literacy</b> Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275 Oral Language: Phonological Awareness
Repeats simple sentences	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	“Listening,” p. 276 “Rhyming,” p. 276 “Alliteration,” p. 277 “Sentences and Words,” p. 278 “Syllables,” p. 278
Manipulates and identifies individual sounds	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	“Onset and Rime,” p. 279 “Phonemic Awareness,” p. 279

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<b>READING AND RESPONDING continued</b>		
Identifies first name in print	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284
Identifies 8 uppercase or lowercase letters	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
Responds to questions in conversations/stories/activities	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
Recognizes the cover & title of a book	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284
Holds a book right side up	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284
Differentiates between illustrations and printed text	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284
Recognizes that print is read top to bottom	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284
Relates pictures to characters	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”

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<b>READING AND RESPONDING continued</b>		
Uses different voices to role play characters in familiar stories	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
Listens to a story and tells what the story is about	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42
Answers simple questions about a story read aloud	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details	Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190
Shares life experiences after a story read aloud	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	<b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284
Expresses thoughts about characters and events in stories	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	
Sequences 2 or 3 pictures in a story	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	
Participates in group discussions to predict what a book is about	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	

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<b>READING AND RESPONDING continued</b>		
Determines whether predictions were accurate	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133
Identifies problems & solutions in stories read aloud	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”
Identifies reality & fantasy in text	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
Asks simple questions about a story	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42
Determines why something happens in a story	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284

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<b>WRITING</b>		
Uses scribble writing, etc. to represent words, concepts	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Technology,” pp. 156–160 Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374
Generates words, ideas, lists for group writing	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
Writes informal notes, lists, letters using scribble writing	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119, “Supporting Children’s Writing,” pp. 114–118 Chapter 4: “Developmental Steps in Writing,” pp. 137–138
Participates in group-shared writing activities	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	<b>Scope and Sequence for Language and Literacy</b> Written Language: Writing “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285
Scribble writes or draws pictures of life experiences	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	
Uses scribble writing, drawing of life experience, text read aloud	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	
<b>WRITING/PROOFREADING</b>		
Demonstrates top-to-bottom letter formation	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 10: “Developmental Steps in Writing,” pp. 367–369 <b>Literacy: The Creative Curriculum® Approach</b> Chapter 3: “Writing,” pp. 109–119, “Supporting Children’s Writing,” pp. 114–118 <b>Scope and Sequence for Language and Literacy</b> Written Language: Writing “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285

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<b>SPEAKING AND LISTENING</b>		
Uses words, phrases, sentences to express feelings, ideas, needs, wants	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Phonological Awareness,” pp. 127–128, 132; “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”
Holds conversations about topics, thoughts, ideas	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges	Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
Repeats instructions	No <i>Creative Curriculum®</i> objectives align directly with this item.	
Follows 1 & 2 step directions	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Vocabulary and Language,” pp. 11–15; “Phonological Awareness,” pp. 16–21; “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77; “Playing: Children’s Work,” pp. 120–126; “Supporting Children’s Play,” pp. 122–125
Retells part of a favorite story	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	<b>Scope and Sequence for Language and Literacy</b> Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275
Speaks about life experiences	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges	Oral Language: Phonological Awareness “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
Participates in role playing, finger plays, nursery rhymes, choral speaking	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	
Listens & responds to questions about media & videos	No <i>Creative Curriculum®</i> objectives align directly with this item.	
Recognizes/follows rules such as raising hand	<b>SOCIAL/EMOTIONAL DEV—Responsibility for Self and Others</b> 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	

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<b>INFORMATION RESOURCES</b>		
Identifies a computer mouse and its purpose (navigate screen)	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Comprehension,” pp. 129–130, 133; “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Technology,” pp. 156–160
Identifies & uses information formatted to a chart or graph	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Chapter 15: “Computers,” pp. 471–491  <b><i>Literacy: The Creative Curriculum® Approach</i></b> Chapter 1: “Comprehension,” pp. 33–38 Chapter 4: “Developmental Steps in Writing,” pp. 137–138; “Literacy in the Computer Area,” pp. 181–185