

Alignment of the *Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (2005)* With *The Creative Curriculum® for Preschool* and the Goals and Objectives of *The Developmental Continuum for Ages 3–5*

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. The Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum Assessment System*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The *Developmental Continuum* contains 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created a Forerunner step for each objective. (Forerunners are not shown in this document.) The developmental steps help teachers to determine each child’s current development in relation to each objective, and to decide what specific support and kinds of experiences will enable each child to develop and learn.

All of the Minnesota Early Childhood Indicators of Progress align with the content of *The Creative Curriculum for Preschool*. One Indicator (V, Cognitive Development, Social Systems Understanding, Understanding the World, 8. “Begin to understand the uses of media and technology and how they affect their lives”) does not align with *The Creative Curriculum Developmental Continuum for Ages 3–5*. This is noted in the text.

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References

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Minnesota <i>Early Childhood Indicators of Progress</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool
I. SOCIAL AND EMOTIONAL DEVELOPMENT		
EMOTIONAL DEVELOPMENT		
1. Demonstrate increasing competency in recognizing and describing own emotions	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26
2. Demonstrate increasing use of words instead of actions to express emotions	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122
3. Begin to understand and respond to others’ emotions	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development” Sections in all Interest Area chapters: “Connecting ___ With Curriculum Objectives: Social/Emotional Development
4. Begin to show self-regulation to handle emotions appropriately	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	
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)	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 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441
6. Respond to praise, limits, and correction	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Building a Relationship With Each Child,” pp. 103–105; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122

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SELF-CONCEPT		
1. Begin to experiment with own potential and show confidence in own abilities	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school	Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105
2. Demonstrate increasing self-direction and independence	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174
3. Develop an awareness of self as having certain abilities, characteristics, and preferences	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 5: “Appreciating Family Differences,” pp. 212–213
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity		
SOCIAL COMPETENCE AND RELATIONSHIPS		
1. Interact easily with one or more children	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development Section in all Interest Area chapters: “Interacting With Children in the ___ Area”

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2. Interact easily with familiar adults	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not 	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Building a Relationship With Each Child,” pp. 103–105</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development; ”</p> <p>“Connecting ___ With Curriculum Objectives: Social/Emotional Development</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>
3. Approach others with expectations of positive interactions	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 	<p>Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development; ”</p> <p>“Connecting ___ With Curriculum Objectives: Social/Emotional Development</p>
4. Begin to participate successfully as a member of a group		<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Transition Times,” pp. 88–89;</p> <p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108</p> <p>Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>
5. Use play to explore, practice, and understand social roles and relationships	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	<p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150</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>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>

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6. Begin to understand others' rights and privileges	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn 	<p>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; "Coaching Children on How to Be Assertive," p. 120</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development"</p>
7. Sustain interaction by cooperating, helping, sharing, and expressing interest	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child <p>11. Recognizes the feelings of others and responds appropriately</p> <ul style="list-style-type: none"> I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 	<p>Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Transition Times," pp. 88–89; "Cleanup at Mealtimes," pp. 90–91; "Building a Relationship With Each Child," pp. 103–105; "Helping Children to Make Friends," pp. 105–106; "Classroom Strategies That Support Friendships," pp. 107–108; "Developing Rules for a Classroom Community," pp. 108–110; "Teaching Social Problem-Solving Skills," pp. 110–115</p> <p>Chapter 6: "Cleanup in the Block Area—A Special Challenge," p. 252</p> <p>Chapter 12: "Cleanup in the Sand and Water Area," p. 420</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development"</p> <p>Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area"</p>
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise 	<p>Chapter 2: "Building a Relationship With Each Child," pp. 103–105; "Helping Children to Make Friends," pp. 105–106; "Handling Problems Between Children," pp. 110–114; "Coaching Children on How to Be Assertive," p. 120; "Helping Children to Regain Control," pp. 121–122</p> <p>Chapter 4: "Guiding Children's Learning," pp. 173–198; "Large-Group Instruction," pp. 183–185; "Small-Group Instruction," pp. 185–187</p>

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9. Use words and other constructive strategies to resolve conflicts	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>4. Stands up for rights</p> <ul style="list-style-type: none"> 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 <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise 	<p>Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>
II. APPROACHES TO LEARNING		
CURIOSITY		
1. Show eagerness and a sense of wonder as a learner	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<p>Chapter 1: “Cognitive Development,” p. 21; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 3: “Process Skills,” pp. 161–162</p>
2. Show interest in discovering and learning new things	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> 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>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Interacting With Children to Promote Learning,” pp. 175–178; “Promoting Learning in Interest Areas,” pp. 187–189</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Sections in all Interest Area Chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>
RISK-TAKING		
1. Choose new as well as a variety of familiar activities	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “Choice Time,” pp. 87–88; “Preparing for the First Few Days,” pp. 100–101</p> <p>Sections in all Interest Area Chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>

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2. Use a variety of strategies to solve problems	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> 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>Chapter 2: "This Is a Safe Place to Explore and Try Out Your Ideas," p. 78; "Creating a Classroom Community," pp. 102–122; "Classroom Strategies That Support Friendships," pp. 107–108; "Teaching Social Problem-Solving Skills," pp. 110–115; "Solving Problems That Involve the Whole Class," pp. 114–115</p> <p>Chapter 3: "Process Skills," pp. 161–162</p> <p>Chapter 4: "Promoting Learning in Interest Areas," pp. 187–189; "Integrating Learning Through Studies," pp. 190–198</p> <p>Chapter 15: "Computers," pp. 471–491</p> <p>Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, and Technology"</p>
IMAGINATION AND INVENTION		
1. Approach tasks and experiences with flexibility, imagination, and inventiveness	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems 	<p>Chapter 2: "Choice Time," pp. 87–88</p> <p>Chapter 3: "Process Skills," pp. 161–162</p> <p>Chapter 4: "Child-Initiated Learning," pp. 173–174</p> <p>Sections in all Interest Area Chapters: "Observing, Responding to, and Interacting With Children in the ___ Area"</p>
2. Use new ways or novel strategies to solve problems or explore objects	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> 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>Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, and Technology"</p> <p>Chapter 4: "Child-Initiated Learning," pp. 173–174</p>
3. Try out various pretend roles in play or with make-believe objects	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: "Drama," pp. 153–154, 155</p> <p>Chapter 7: "Dramatic Play," pp. 271–293</p> <p>Chapter 8: "Toys and Games," pp. 295–315</p>

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PERSISTENCE		
1. Work at a task despite distractions or interruptions	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area” Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Choice Time,” pp. 87–88; “Building a Relationship With Each Child,” pp. 103–105 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, and Technology” Sections in all Interest Area Chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
2. Seek and/or accept help or information when needed	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	
3. Demonstrate ability to complete a task or stay engaged in an experience	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	
REFLECTION AND INTERPRETATION		
1. Think about events and experiences and apply this knowledge to new situations	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Sections in all Interest Area Chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, and Technology”
2. Generate ideas, suggestions, and/or make predictions	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Sections in all Interest Area Chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”

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III. LANGUAGE AND LITERACY DEVELOPMENT		
LISTENING		
1. Understand non-verbal and verbal cues	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 1: “Language Development,” p. 22; “Second Language Learners,” pp. 38–41 Chapter 3: “Literacy,” pp. 126–133; See especially “Phonological Awareness,” pp. 127–128, 132 Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Teaching Second Language Learners,” pp. 181–183 Chapter 10: “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 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”
2. Listen with understanding to stories, directions, and conversations	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 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	
3. Follow directions that involve a two or three-step sequence of actions	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	
4. Listen to and recognize different sounds in rhymes and familiar 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	

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SPEAKING		
1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 1: “Language Development,” p. 22; “Second Language Learners,” pp. 38–41 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 3: “Literacy,” pp. 126–133 Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Teaching Second Language Learners,” pp. 181–183 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”
2. Communicate information using home language and/or English		
3. Speak clearly enough to be understood in home language and/or English		
4. Use language for a variety of purposes	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 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	
5. Use increasingly complex and varied vocabulary and language	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	
6. Initiate, ask questions, and respond in conversation with others	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions 42. Asks questions 43. Actively participates in conversations	

Minnesota <i>Early Childhood Indicators of Progress</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool
EMERGENT READING		
1. Initiate stories and respond to stories told or read aloud	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” pp. 131, 133
2. Represent stories told or read aloud through various media or during play	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 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 4: “Asking Children Open-Ended Questions,” pp. 177–178 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Library,” pp. 351–379, especially “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “I Have A Child in My Class Who Is Already Reading...,” p. 377
3. Guess what will happen next in a story using pictures as a guide	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	
4. Retell information from a story	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Library,” pp. 351–379, especially “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373
5. Show beginning understanding of concepts about print	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Knowledge of Print,” pp. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 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” Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”

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<p>6. Recognize and name some letters of the alphabet, especially those in own name</p> <p>7. Begin to associate sounds with words or letters</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <p>I. Recognizes and identifies a few letters by name</p> <p>II. Recognizes and names many letters</p> <p>III. Beginning to make letter-sound connections</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 3: “Letters and Words,” pp. 129, 133</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Uses Letters That Represent Sounds in Words,” p. 368</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>
EMERGENT WRITING		
<p>1. Understand that writing is a way of communicating</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,” pp. 128, 132</p>
<p>2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas</p> <p>3. Engage in writing using letter-like symbols to make letters or words</p> <p>4. Begin to copy or write own name</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>50. Writes letters and words</p> <p>I. Uses scribble writing and letter-like forms</p> <p>II. Writes recognizable letters, especially those in own name</p> <p>III. Uses letters that represent sounds in writing words</p>	<p>Chapter 3: “Technology Tools,” p. 158, 160</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p>Chapter 14: “Using the Cooking Area Independently,” pp. 463–464</p> <p>Chapter 15: “Adapting Computers for Children With Special Needs,” pp. 480–481</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>
IV. CREATIVITY AND THE ARTS		
CREATING		
<p>1. Use a variety of media and materials for exploration and creative expression</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <p>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</p> <p>II. Makes several basic strokes or figures; draws some recognizable objects</p> <p>III. Copies and draws simple shapes, letters, and words including name</p> <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</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 9</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Chapter 3: “The Arts,” pp. 152–155</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340</p>

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2. Participate in art and music experiences	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 	<p>Chapter 9, 13</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Chapter 3: “Music,” p. 153, 155; “Visual Arts,” p. 154, 155</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p>
3. Participate in creative movement, drama, and dance	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	<p>Chapter 7, 9, 13</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Chapter 3: “The Arts,” pp. 152–155</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p>
RESPONDING		
<p>1. Show others and/or talk about what they have made or done</p> <p>2. Show interest and respect for the creative work of self and others</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 	<p>Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>
EVALUATING		
<p>1. Share experiences, ideas, and thoughts about art and creative expression</p> <p>2. Share opinions about likes and dislikes in art and creative expression</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 	<p>Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>

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V. COGNITIVE DEVELOPMENT		
MATHEMATICAL AND LOGICAL THINKING		
Number Concepts and Operations 1. Demonstrate increasing interest in and awareness of numbers and counting	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
2. Demonstrate understanding of one-to-one correspondence between objects and number	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets	
3. Demonstrate ability to count in sequence	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	
4. Demonstrate ability to state the number that comes next up to 9 or 10		
5. Demonstrate beginning ability to combine and separate numbers of objects		

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Patterns and Relationships 6. Recognize and duplicate simple patterns	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 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”
7. Sort objects into subgroups by one or two characteristics	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	
8. Order or sequence several objects on the basis of one characteristic	COGNITIVE DEVELOPMENT—Logical Thinking 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	
Spatial Relationships/ Geometry 9. Identify and name common shapes	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 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
10. Use words that show understanding of order and position of objects	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	
Measurement 11. Recognize objects can be measured by height, length, weight, and time	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 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	Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”

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12. Make comparisons between at least two groups of objects	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 	
<p>Mathematical Reasoning</p> <p>13. Use simple strategies to solve mathematical problems</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total 	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>
SCIENTIFIC THINKING AND PROBLEM-SOLVING		
<p>Observing</p> <ul style="list-style-type: none"> 1. Use senses to explore materials and the environment 2. Identify and/or describe objects by physical characteristics 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 	<p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Chapter 3: “Science,” pp. 142–145</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>

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<p>Questioning</p> <p>3. Express wonder about the natural world</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>26. Applies knowledge or experience to a new context</p> <p>I. Draws on everyday experiences and applies this knowledge to similar situations</p> <p>II. Applies new information or vocabulary to an activity or interaction</p> <p>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p>Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “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 14: “Cooking,” pp. 443–469</p> <p>Chapter 15: “Computers,” pp. 471–491</p>
<p>4. Ask questions and seek answers through active exploration</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <p>I. Notices and comments on effect</p> <p>II. Wonders “what will happen if” and tests out possibilities</p> <p>III. Explains plans for testing cause and effect, and tries out ideas</p>	
<p>5. Make predictions about objects and natural events</p>		
<p>Investigating</p> <p>6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the 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>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p>Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “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 15: “Computers,” pp. 471–491</p>
<p>7. Make comparisons between objects that have been collected or observed</p>		

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SOCIAL SYSTEMS UNDERSTANDING		
Human Relationships 1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” Chapter 3: “Social Studies,” pp. 146–151 See especially “People and How They Live,” pp. 147–148, 150; “People and the Environment,” pp. 148, 151; “People and the Past,” pp. 149, 151 “Process Skills,” pp. 161–162 Chapter 5: “The Family’s Role,” pp. 211–241 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Library,” pp. 351–379
2. Understand various family roles, jobs, rules, and relationships	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules 	
3. Participate in activities to help others in the community	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 	
Understanding the World 4. Recognize and describe the roles of workers in the community	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 16: “Outdoors,” pp. 493–522

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5. Share responsibility in taking care of their environment	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Taking Attendance,” pp. 82–83 ; “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97; Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Environment,” p. 148, 151; “Spaces and Geography,” pp. 146–147, 150; “Technology,” pp. 156–160
6. Begin to recall recent and past events	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence <ul style="list-style-type: none"> 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 	Chapter 3: “People and the Past,” p. 149, 151, “Process Skills,” pp. 161–162 Chapter 10: “Library,” pp. 351–379, especially story retelling Section in all Interest Area chapters: “What Children Learn in the Area: Social Studies”
7. Identify characteristics of the places where they live and play within their community	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective 	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81 Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269 Chapter 16: “Outdoors,” pp. 493–522
8. Begin to understand the uses of media and technology and how they affect their lives	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Technology,” pp. 156–160 Chapter 15: “Computers,” pp. 471–491

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VI. PHYSICAL AND MOTOR DEVELOPMENT		
GROSS MOTOR DEVELOPMENT		
<ol style="list-style-type: none"> 1. Develop large muscle control and coordination 2. Develop body strength, balance, flexibility, and stamina 3. Use a variety of equipment for physical development 4. Develop ability to move their body in space with coordination 	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <ol style="list-style-type: none"> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <ol style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving <ol style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down <ol style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) <ol style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills <ol style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>

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FINE MOTOR DEVELOPMENT		
1. Develop small muscle control and coordination	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	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
2. Use eye-hand coordination to perform a variety of tasks	PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail	Chapter 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
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name	Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”

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PHYSICAL HEALTH AND WELL-BEING		
1. Participate in a variety of physical activities to enhance personal health and physical fitness.	14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills	Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469
2. Follow basic health and safety rules	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	Chapter 16: “Outdoors,” pp. 493–522; especially “Keeping Slides and Swings Safe,” p. 507 and “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518
3. Recognize and eat a variety of nutritious foods	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living	
4. Demonstrate increasing independence with basic self-care skills		