

Alignment of Nebraska’s Early Learning Guidelines 3 to 5 Year Olds 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. *The Creative Curriculum for Preschool* emphasizes that children can learn in many different settings and through diverse activities. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum Assessment System*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

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

Nebraska’s Early Learning Guidelines include both general and content-specific accommodations that adults can make to the environment and to their own approaches to working with children with special needs. *The Creative Curriculum for Preschool* similarly describes techniques and adaptations to support the development (both child-initiated and teacher-guided) of children with special needs. Because this alignment focuses on observing and assisting the development of children—not adults—the two sets of accommodations have not been aligned in detail.

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References

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Nebraska's <i>Early Learning Guidelines</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
SOCIAL & EMOTIONAL DEVELOPMENT		
Self Concept		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child grows and develops independence, confidence, and accomplishments <ul style="list-style-type: none"> ◦ Likes self and shows pride in accomplishments ◦ Shows growing independence in a range of activities, routines, and tasks ◦ Joins other children in playing various activities ◦ Chooses from a range of activities within the program 	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <ol style="list-style-type: none"> 1. Shows ability to adjust to new situations <ol style="list-style-type: none"> 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 <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <ol style="list-style-type: none"> 5. Demonstrates self-direction and independence <ol 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 7. Respects and cares for classroom environment and materials <ol 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 <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <ol style="list-style-type: none"> 10. Plays well with other children <ol 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

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<p>Self Control</p> <p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child expresses feelings and shows concern for others while following rules and routines appropriately <ul style="list-style-type: none"> ◦ Attempts to solve problems with other children independently, by negotiation or other socially acceptable means ◦ Shows awareness and responds appropriately to the feelings of others ◦ Participates in daily routines without being asked ◦ Builds awareness and ability to follow basic health and safety rules ◦ Calms self after excitement, expresses strong emotions constructively and controls aggression ◦ Manages fears by expressing concerns and accepting support from caregivers/teachers 	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “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>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <ol style="list-style-type: none"> 3. Recognizes own feelings and manages them appropriately <ol style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 4. Stands up for rights <ol 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—Responsibility for Self and Others</p> <ol style="list-style-type: none"> 8. Follows classroom routines <ol 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 <ol style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <ol style="list-style-type: none"> 11. Recognizes the feelings of others and responds appropriately <ol 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 13. Uses thinking skills to resolve conflicts <ol 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

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<p>Cooperation</p> <p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child increases his/her ability to sustain interactions by using compromise and conflict resolution <ul style="list-style-type: none"> ◦ Plays actively with other children ◦ Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means ◦ Uses language to engage others in meaningful conversation 	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115</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: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ol 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>12. Shares and respects the rights of others</p> <ol 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>13. Uses thinking skills to resolve conflicts</p> <ol 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>Social Relationships</p> <p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child interacts appropriately, empathetically, and cooperatively with adults and peers <ul style="list-style-type: none"> ◦ Shows persistence, tries several alternative methods to solve a problem ◦ Receives social support and shows loyalty to a friend ◦ Usually solves problems with other children independently ◦ Shows awareness and responds appropriately to the feelings of others ◦ Knows how to join a group of playing children 	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ol 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 (family members, friends, staff) and those who may not (strangers) <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ol 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>12. Shares and respects the rights of others</p> <ol 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

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Knowledge of Families and Communities		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child understands and respects similarities and differences among adults and children in their program, home, and community <ul style="list-style-type: none"> ◦ Begins to understand various family roles, jobs, and rules ◦ Expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located • Child uses familiar words to identify family members and workers in their community 	<p>Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “People and How They Live,” pp. 147–148, 150; “Drama,” pp. 153–154, 155 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ol 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>36. Makes believe with objects</p> <ol 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

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APPROACHES TO LEARNING		
Initiative and Curiosity		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child uses initiative, curiosity, persistence, reasoning, and problem solving to broaden experiences <ul style="list-style-type: none"> ◦ Acting alone, carries out complex and varied sequences of activities ◦ Understands simple directions and requests ◦ Child engages in imaginative play ◦ Child increasingly uses oral language ◦ Demonstrates persistence in problem solving ◦ Child has increasing ability to find more than one solution 	<p>Chapter 2: "Choice Time," pp. 87–88 Chapter 4: "Child-Initiated Learning," pp. 173–174 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 13: "Music and Movement," pp. 423–441 Chapter 14: "Cooking," pp. 443–469 Chapter 15: "Computers," pp. 471–491 Chapter 16: "Outdoors," pp. 493–522</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ol style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>23. Approaches problems flexibly</p> <ol 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>24. Shows persistence in approaching tasks</p> <ol style="list-style-type: none"> I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ol 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>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ol 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>40. Understands and follows oral directions</p> <ol style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps own understanding

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<p>Reasoning and Problem Solving</p> <p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child shows increasing ability to classify, compare and contrast objects, events and experiences <ul style="list-style-type: none"> ◦ Tries several alternative methods to solve a problem and is highly involved and persistent ◦ Uses active exploration and trial and error to solve problems ◦ Makes comparisons among objects that have been observed ◦ Sorts objects by similar qualities 	<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 6: "Blocks," pp. 243–269</p> <p>Chapter 7: "Dramatic Play," pp. 271–293</p> <p>Chapter 8: "Toys and Games," pp. 295–315</p> <p>Chapter 9: "Art," pp. 317–349</p> <p>Chapter 10: "Library," pp. 351–379</p> <p>Chapter 11: "Discovery," pp. 381–401</p> <p>Chapter 12: "Sand and Water," pp. 403–421</p> <p>Chapter 13: "Music and Movement," pp. 423–441</p> <p>Chapter 14: "Cooking," pp. 443–469</p> <p>Chapter 15: "Computers," pp. 471–491</p> <p>Chapter 16: "Outdoors," pp. 493–522</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development"</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ol 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>24. Shows persistence in approaching tasks</p> <ol style="list-style-type: none"> I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it <p>25. Explores cause and effect</p> <ol style="list-style-type: none"> 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 <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ol style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>28. Compares/measures</p> <ol 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

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HEALTH & PHYSICAL DEVELOPMENT		
Fine (small) Motor Skills		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child uses appropriate finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination <ul style="list-style-type: none"> ◦ Uses eye-hand coordination to perform a variety of tasks ◦ Explores drawing and painting materials ◦ Develops fine (small) motor skills through participation in program activities ◦ Uses strength and control to perform simple tasks 	<p>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</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <ol style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination <p>20. Coordinates eye-hand movement</p> <ol style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail <p>21. Uses tools for writing and drawing</p> <ol style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters and words including name
Gross (large) Motor Skills		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities • Child develops gross (large) motor skills <ul style="list-style-type: none"> ◦ Coordinates both hands to manipulate one or more objects ◦ Continues to develop body flexibility and coordination ◦ Uses indoor and outdoor gross (large) motor equipment safely and appropriately 	<p>Chapter 1: “Physical Development,” p. 20 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <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 <p>15. Shows balance while moving</p> <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 <p>16. Climbs up and down</p> <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 <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <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 <p>18. Demonstrates throwing, kicking, and catching skills</p> <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.

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<p>Health Status and Practices</p> <p>Widely Held Expectations Child develops an awareness of health, nutrition and safety</p> <ul style="list-style-type: none"> ◦ Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting ◦ Develops knowledge, skills and self management of what to do in case of fire, storm, injury or other emergencies ◦ Identifies potentially harmful objects, substances or behaviors 	<p>Chapter 2: "Transition Times," pp. 88–89; "Mealtimes," pp. 89–91; "Rest Time," pp. 91–92</p> <p>Chapter 14: "Cooking," pp. 443–469</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
<p>Nutrition</p> <p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child shows knowledge of healthy eating and lifestyle habits <ul style="list-style-type: none"> ◦ Uses appropriate manners during meals/snacks, including asking for second helpings ◦ Exhibits knowledge that some foods are healthier than others • Child begins to develop interest in foods and eating styles of people around the world • Child understands that certain foods help them to grow and give them the energy to play 	<p>Chapter 2: "Mealtimes," pp. 89–91</p> <p>Chapter 14: "Cooking," pp. 443–469</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> 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

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LANGUAGE & LITERACY		
Listening and Understanding		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child listens with understanding to directions and conversations <ul style="list-style-type: none"> ◦ Demonstrates understanding of the meaning in stories, songs and poems • Child follows directions in sequences of actions <ul style="list-style-type: none"> ◦ Follows single, and multi-step or complex directions • Child listens to others and responds to feelings and expressed ideas <ul style="list-style-type: none"> ◦ Responds to simple, direct, conversational sentences • Child demonstrates understanding of native and English languages for social interactions and program directions/activities 	<p>Chapter 1: “Language Development,” p. 22; “Second Language Learners,” pp. 38–41</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 4: “Teacher-Directed Learning,” pp. 174–175; “Teaching Second Language Learners,” pp. 181–183</p> <p>Chapter 10: “Library,” pp. 351–379</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: “Interacting With Children in the ___ Area”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ol style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps <p>43. Actively participates in conversations</p> <ol style="list-style-type: none"> 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
Speaking and Communicating		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child communicates needs, wants or thoughts through words, gestures, actions, or expressions <ul style="list-style-type: none"> ◦ Uses sentences that include two or more separate ideas ◦ Initiates interactions with adults and peers • Child uses oral language for a variety of purposes <ul style="list-style-type: none"> ◦ Attempts to solve problems with other children independently by talking with them ◦ Greets adults and peers • Child uses English or native language to share feelings and express ideas <ul style="list-style-type: none"> ◦ Uses new vocabulary that has been introduced 	<p>Chapter 1: “Language Development,” p. 22; “Second Language Learners,” pp. 38–41</p> <p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Coaching Children on How to Be Assertive,” p. 120</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</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: “Interacting With Children in the ___ Area”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ol 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>41. Answers questions</p> <ol style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ol style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding <p>43. Actively participates in conversations</p> <ol style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

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<p>Phonological Awareness (The ability to hear and understand the different sounds of language)</p>		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child shows knowledge of phonemic awareness (understanding that the sounds of spoken language work together to make words) <ul style="list-style-type: none"> ◦ Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems ◦ Spontaneously repeats songs, rhymes and chants, and creates nonsense words • Child progresses in auditory discrimination of phonemes (smallest parts of sound in a spoken word) <ul style="list-style-type: none"> ◦ Identifies words that begin with the same sound • Child recognizes the connection between spoken and written words <ul style="list-style-type: none"> ◦ Shows growing ability to hear and discriminate separate syllables in words ◦ Isolates beginning and ending sounds of printed words 	<p>Chapter 3: “Phonological Awareness,” p. 128, 132</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ol style="list-style-type: none"> I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words

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<p>Book Knowledge and Appreciation</p> <p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child demonstrates interest and appreciation in reading-related activities <ul style="list-style-type: none"> ◦ Shows interest when stories are read ◦ Relates events in story to own knowledge and experience • Child increases knowledge about books <ul style="list-style-type: none"> ◦ Handles books by holding book right side up, turning pages front to back and knows specific words related to books such as author and illustrator • Child learns to sequence and predict a story <ul style="list-style-type: none"> ◦ Picture reads, telling about the story from the pictures on the cover or in the book 	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Library,” pp. 351–379, especially “Skills for Engaging With Books,” pp. 365–366</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>45. Demonstrates understanding of print concepts</p> <ol style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
<p>Print Awareness and Concepts</p>		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child shows an awareness of print as meaningful communication <ul style="list-style-type: none"> ◦ Follows the print on the page, moving his/her eyes from left to right and top to bottom ◦ Identifies some letters and numbers ◦ Recognizes and begins to write own name ◦ “Reads” familiar logos/posters/print • Child understands that each spoken word can be written down and read 	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366; “Developmental Steps in Writing,” pp. 367–369</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ol style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read <p>46. Demonstrates knowledge of the alphabet</p> <ol style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections <p>47. Uses emerging reading skills to make meaning from print</p> <ol style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print <p>50. Writes letters and words</p> <ol style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

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Early Writing and Alphabet Knowledge		
Widely Held Expectations <ul style="list-style-type: none"> • Child shows an interest in early writing <ul style="list-style-type: none"> ◦ Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories • Child progresses in the identification of letters <ul style="list-style-type: none"> ◦ Identifies some letters and numbers ◦ Uses pretend writing in play as a purposeful activity • Child writes his/her own names on their artwork or possessions 	<p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369</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>	LANGUAGE DEVELOPMENT—Reading and Writing <p>46. Demonstrates knowledge of the alphabet</p> <ol style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections <p>49. Understands the purpose of writing</p> <ol style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning <p>50. Writes letters and words</p> <ol style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

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MATHEMATICS		
Number and Operations		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child develops numeral awareness <ul style="list-style-type: none"> ◦ Correctly counts up to ten ◦ Correctly judges whether groups of five objects each contain the same number of objects ◦ Uses one to one matching ◦ Distinguishes between numbers and letters ◦ Begins to learn sequences of events in time (first, next, last, etc.) • Uses language to demonstrate understanding of space and time (“next to,” “on top of,” “before,” “after,” etc.) • Counts in nursery rhymes; counts all types of objects; plays with counting forward or backward 	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140; “Geometry and Spatial Sense,” pp. 136–137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>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>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <ol 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 <p>32. Shows awareness of position in space</p> <ol style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective <p>33. Uses one-to-one correspondence</p> <ol style="list-style-type: none"> 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 <p>34. Uses numbers and counting</p> <ol 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
Geometry and Spatial Sense		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child develops geometry and spatial sense <ul style="list-style-type: none"> ◦ Uses comparison words correctly ◦ Uses words that describe the relative position of things • Child groups objects together that are the same in some way and occasionally describe what has been done 	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>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: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ol style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>28. Compares/measures</p> <ol 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>32. Shows awareness of position in space</p> <ol 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

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Patterns and Measurement		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child develops patterns and knowledge of measurement <ul style="list-style-type: none"> ◦ Begins to recognize duplicates and extends simple patterns using a variety of materials ◦ Uses comparison words, but not always correctly ◦ Describes patterns in the environment 	<p>Chapter 3: "Patterns and Relationships," p. 136, 140; "Measurement," pp. 137–138, 141</p> <p>Chapter 8: "Toys and Games," pp. 295–315</p> <p>Chapter 12: "Sand and Water," pp. 403–421</p> <p>Chapter 14: "Cooking," pp. 443–469</p> <p>Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"□</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

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SCIENCE		
Scientific Skills and Methods		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child develops scientific skills and methods <ul style="list-style-type: none"> ◦ Begins to make comparisons between objects that have been observed ◦ Begins to find answers to questions through active investigation ◦ Uses sentences that include two or more ideas with descriptive details ◦ Uses senses, materials, natural occurrences, environment, and self to investigate and expand knowledge 	<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; “Promoting Learning in Interest Areas,” pp. 187–189; “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>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ol 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>25. Explores cause and effect</p> <ol style="list-style-type: none"> 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 <p>26. Applies knowledge or experience to a new context</p> <ol 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
Scientific Knowledge		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child develops scientific knowledge <ul style="list-style-type: none"> ◦ Shows interest in active investigation ◦ Begins to make comparisons among objects that have been observed ◦ Describes or represents a series of events in the correct sequence • Child demonstrates understanding of simple cause and effect relationships • Child shows interest in measurement of time, length, distance, and weight • Child develops increased ability to observe and discuss things that are common and things that are different 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 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 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ol 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>25. Explores cause and effect</p> <ol style="list-style-type: none"> 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 <p>26. Applies knowledge or experience to a new context</p> <ol 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>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <ol 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

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CREATIVE ARTS		
Music		
<p>Widely Held Expectations Child is able to sing, play, move and create music expressive of individual imagination.</p> <ul style="list-style-type: none"> ◦ Takes the lead in music activities ◦ Develops an appreciation for music <p>• Child responds to expressive qualities of music through movement.</p> <ul style="list-style-type: none"> ◦ Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat) ◦ Uses music as an avenue to express thoughts, feelings, and energy ◦ Describes and carries out movement sequences 	<p>Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>
Art		
<p>Widely Held Expectations Child progresses in exploration and experimentation with new materials</p> <ul style="list-style-type: none"> ◦ Uses materials to make a simple representation and describes or demonstrates what it is <p>• Child gains experience in making shapes and linear patterns</p> <ul style="list-style-type: none"> ◦ Draws or paints representations with a few details ◦ Uses materials or organizes active play involving two or more steps <p>• Child broadens artistic exploration</p> <ul style="list-style-type: none"> ◦ Develops confidence in their own creative expression through process-oriented experiences <p>• Child uses materials to build and create a structure to represent another item (i.e. blocks become a castle, clay becomes a snake)</p>	<p>Chapter 3: "Visual Arts," p. 154, 155; "Technology," pp. 156–160 Chapter 9: "Art," pp. 317–349 Chapter 15: "Computers," pp. 471–491 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts"</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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Movement		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child expresses strong accents, steady beats and changing dynamics in various musical tempos and styles <ul style="list-style-type: none"> ◦ Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat) • Child demonstrates a good sense of balance and body coordination <ul style="list-style-type: none"> ◦ Develops movements that express concepts (feelings, directions, words, ideas) 	<p>Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>
Dramatic Play		
<p>Widely Held Expectations</p> <ul style="list-style-type: none"> • Child participates in a variety of dramatic play activities <ul style="list-style-type: none"> ◦ Uses both words and actions to portray a role, situation or setting ◦ Engages in role play with two or more children • Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations <ul style="list-style-type: none"> ◦ Assumes the role of someone or something else, or talks in language appropriate to the assumed role 	<p>Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293</p>	<p>Cognitive Development—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ol 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>36. Makes believe with objects</p> <ol 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