

**Alignment of the New York State Prekindergarten Learning Indicators and Benchmarks With  
The Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5* and  
Related Publications from *The Creative Curriculum®* System:**

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

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

*The Creative Curriculum Developmental Continuum for Ages 3–5* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have created Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

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

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

*The Creative Curriculum Study Starters* are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

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**References**

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<b>NYSED Prekindergarten Competencies &amp; Indicators</b>	<b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b>
<b>ENGLISH LANGUAGE ARTS</b>		
<b>READING</b>		
<b>LITERACY COMPETENCIES</b>		
<b>Phonological and Phonemic Awareness</b> <ul style="list-style-type: none"> <li>• Listen to and identify spoken language sounds in the environment</li> <li>• Identify and produce spoken words that rhyme (e.g., rhymes, poems, songs, word games) including word families (e.g., <i>c-at</i>, <i>b-at</i>, <i>s-at</i>)</li> <li>• Count or tap the number of syllables in multisyllabic words to show awareness of the syllable as a discrete unit</li> <li>• Count or tap the number of words in a spoken sentence to show awareness of the word as a discrete unit</li> </ul>	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language <ul style="list-style-type: none"> <li>I. Plays with words, sounds, and rhymes</li> <li>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</li> <li>III. Hears and repeats separate sounds in words; plays with sounds to create new words</li> </ul>	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Phonological Awareness,” pp. 16–21 <b>Scope and Sequence for Language and Literacy</b> “Listening,” p. 276; “Rhyming,” p. 276; “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Syllables,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279 <b>Activities Focused on Phonological Awareness:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Print Awareness</b> <ul style="list-style-type: none"> <li>• Understand that the purpose of print is to communicate</li> <li>• Follow left-to-right and top-to-bottom direction when reading English</li> <li>• Distinguish between letters and words to show awareness of printed letters</li> <li>• Distinguish between print and pictures to show awareness of printed words</li> <li>• Point to print as individual words are spoken to show awareness of printed words</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts <ul style="list-style-type: none"> <li>I. Knows that print carries the message</li> <li>II. Shows general knowledge of how print works</li> <li>III. Knows each spoken word can be written down and read</li> </ul>	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Recognizing That Written Words are Symbols,” p. 366  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Knowledge of Print,” pp. 22–27 <b>Scope and Sequence for Language and Literacy</b> “Concepts of Books,” p. 281 “Print Concepts,” p. 282 <b>Activities Focused on Knowledge of Print:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Alphabet Recognition and Phonics</b> <ul style="list-style-type: none"> <li>• Recognize and identify letters of the alphabet, especially those in own name</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 46. Demonstrates knowledge of the alphabet <ul style="list-style-type: none"> <li>I. Recognizes and identifies a few letters by name</li> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul>	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Letters and Words,” pp. 28–32 <b>Scope and Sequence for Language and Literacy</b> “Alphabet and Word Knowledge,” p. 283 <b>Activities Focused on Letters and Words:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267

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<b>Fluency</b> <ul style="list-style-type: none"> <li>• Read own name</li> <li>• Recognize and identify environmental print including signs and labels</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print <ul style="list-style-type: none"> <li>I. Uses illustrations to guess what the text says</li> <li>II. Makes judgments about words and text by noticing features (other than letters or words)</li> <li>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</li> </ul>	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Reading Aloud,” pp. 79–90 <b>Scope and Sequence for Language and Literacy</b> “Comprehension,” p. 284 <b>Activities Focused on Comprehension:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Background Knowledge and Vocabulary Development</b> <ul style="list-style-type: none"> <li>• Learn and use new words in spoken communication</li> <li>• Learn new words from books</li> <li>• Use new vocabulary words to talk about life experiences</li> <li>• Connect vocabulary and life experiences to ideas in books</li> </ul>	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences <ul style="list-style-type: none"> <li>I. Uses simple sentences (3–4 words) to express wants and needs</li> <li>II. Uses longer sentences (5–6 words) to communicate</li> <li>III. Uses more complex sentences to express ideas and feelings</li> </ul>	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy;” “How ___ Promotes Development: Language Development”  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Vocabulary and Language,” pp. 11–15 <b>Scope and Sequence for Language and Literacy</b> “Self-Expression,” p. 275 <b>Activities Focused on Vocabulary and Language:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Comprehension Strategies</b> <ul style="list-style-type: none"> <li>• Show interest in reading for different purposes (e.g., gaining information about the world and others)</li> <li>• Make predictions about story events</li> <li>• Retell stories with attentiveness to the sequence of events and main ideas</li> <li>• Ask and answer questions about the content of books</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul>	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366; “Retelling Stories With Children,” p. 373  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143 <b>Scope and Sequence for Language and Literacy</b> “Motivation for Reading,” p. 280 “Comprehension,” p. 284 <b>Activities Focused on Comprehension:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267

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<p><b>Motivation to Read</b></p> <ul style="list-style-type: none"> <li>Show interest in a range of preschool-level texts, such as alphabet books, stories, poems, and informational texts</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>Listens to stories being read</li> <li>Participates in story time interactively</li> <li>Chooses to read on own; seeks information in books; sees self as reader</li> </ol>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p><b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 <b>Scope and Sequence for Language and Literacy</b> “Motivation for Reading,” p. 280 <b>Activities Focused on Books and Other Texts:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>
<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b></p>		
<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>Locate and use classroom and library media center resources to acquire information, with assistance</li> <li>Read familiar informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas, with assistance</li> <li>Interpret information represented in pictures and illustrations</li> <li>Recognize and interpret familiar signs and symbols from the environment, such as labels on classroom furniture, equipment, and STOP signs</li> <li>Draw on prior experience to understand new data, facts, and ideas</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>Listens to stories being read</li> <li>Participates in story time interactively</li> <li>Chooses to read on own; seeks information in books; sees self as reader</li> </ol> <p>47. Uses emerging reading skills to make meaning from print</p> <ol style="list-style-type: none"> <li>Uses illustrations to guess what the text says</li> <li>Makes judgments about words and text by noticing features (other than letters or words)</li> <li>Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</li> </ol> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> <li>Imitates act of reading in play</li> <li>Compares and predicts story events; acts out main events of a familiar story</li> <li>Retells a story including many details and draws connections between story events</li> </ol>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133; “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 10: “Library,” pp. 351–379</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading: “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Comprehension,” p. 284 <b>Activities Focused on Comprehension, Books and Other Texts:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267 Appendix: “Print and Book Concepts Observation Form,” p. 291</p>

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<p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>Comprehend and respond to literary texts and performances, with assistance</li> <li>Engage in pre-reading and reading activities to select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic <ul style="list-style-type: none"> <li>connect a picture or illustration to a story</li> </ul> </li> <li>Dramatize or retell stories or parts of stories, using puppets, toys, and other props</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>Listens to stories being read</li> <li>Participates in story time interactively</li> <li>Chooses to read on own; seeks information in books; sees self as reader</li> </ol> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> <li>Imitates act of reading in play</li> <li>Compares and predicts story events; acts out main events of a familiar story</li> <li>Retells a story including many details and draws connections between story events</li> </ol>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379; “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190, especially “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>Written Language: Reading: “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Comprehension,” p. 284</p> <p><b>Activities Focused on Comprehension, and Books and Other Texts:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Literacy Kit 3: Independent Explorations—Library</b></p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Literacy Kit 4: Independent Explorations—Interest Areas</b></p>

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<p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Identify ideas and experiences from texts and performances</li> <li>• Engage in pre-reading and reading activities to               <ul style="list-style-type: none"> <li>- identify what they know about a specific story or topic</li> <li>- use illustrations to assist in understanding the content of a text</li> <li>- predict what could happen next or the outcome of a story or article, when read aloud, with assistance</li> <li>- evaluate and select books, poems, or tapes on the basis of personal choice</li> <li>- distinguish between real and imaginary stories, with assistance</li> </ul> </li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ol> <p>47. Uses emerging reading skills to make meaning from print</p> <ol style="list-style-type: none"> <li>I. Uses illustrations to guess what the text says</li> <li>II. Makes judgments about words and text by noticing features (other than letters or words)</li> <li>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</li> </ol> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ol>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “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><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>Written Language: Reading: “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Comprehension,” p. 284</p> <p><b>Activities Focused on Comprehension, and Books and Other Texts:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Literacy Kits:</b></p> <p><b>3: Independent Explorations—Library</b></p> <p><b>4: Independent Explorations—Interest Areas</b></p>
<p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"> <li>• Share reading experiences to establish, maintain, and enhance personal relationships</li> <li>• Respect age and gender of writer</li> <li>• Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ol>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>Written Language: Reading: “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Comprehension,” p. 284</p> <p><b>Activities Focused on Vocabulary and Language:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Literacy Kits:</b></p> <p><b>Kit 1: Guided Learning—Listening and Speaking</b></p> <p><b>Kit 2: Guided Learning—Reading and Writing</b></p> <p><b>Kit 3: Independent Explorations—Library</b></p> <p><b>Kit 4: Independent Explorations—Interest Areas</b></p>

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<b>WRITING</b>		
<b>LITERACY COMPETENCIES</b>		
<b>Print Awareness</b> <ul style="list-style-type: none"> <li>• Use left-to-right and top-to-bottom direction when writing English</li> <li>• Use spacing between letters and words</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts <ul style="list-style-type: none"> <li>I. Knows that print carries the message</li> <li>II. Shows general knowledge of how print works</li> <li>III. Knows each spoken word can be written down and read</li> </ul>	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Understanding the Function and Value of Print,” p. 366  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Knowledge of Print,” pp. 22–27 <b>Scope and Sequence for Language and Literacy</b> “Concepts of Books,” p. 281 “Print Concepts,” p. 282 <b>Activities Focused on Knowledge of Print:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Spelling</b> <ul style="list-style-type: none"> <li>• Use sound or invented spelling to spell independently</li> <li>• Write correctly own first name</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>	Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Writing,” pp. 109–119 <b>Scope and Sequence for Language and Literacy</b> “Writing Mechanics,” p. 285 <b>Activities Focused on Letters and Words:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Handwriting</b> <ul style="list-style-type: none"> <li>• Write some uppercase and lowercase manuscript letters, especially those in own name</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>	Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Writing,” pp. 109–119 <b>Scope and Sequence for Language and Literacy</b> “Writing Mechanics,” p. 285 <b>Activities Focused on Letters and Words:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Composition</b> <ul style="list-style-type: none"> <li>• Label drawings with letters or words</li> <li>• “Write” messages as part of play</li> <li>• “Write” by using painting, drawing, letters, and some words</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul>	Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Writing,” pp. 109–119 <b>Scope and Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285 <b>Activities Focused on Letters and Words:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267

<b>NYSED Prekindergarten Competencies &amp; Indicators</b>	<b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b>
<b>Motivation to Write</b> <ul style="list-style-type: none"> <li>• “Write” and draw spontaneously to communicate meaning</li> <li>• Show interest in sharing writing and drawing with others</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul>	Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Writing,” pp. 109–119 <b>Scope and Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285 <b>Activities Focused on Letters and Words:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>		
<b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b> <ul style="list-style-type: none"> <li>• Copy letters from books, magazines, signs, charts, and own dictation</li> <li>• Write some or all of the letters of own name on pictures, drawings, paintings, and written products</li> <li>• Draw ideas gathered from personal experiences</li> <li>• Use graphics, such as posters, to communicate information from personal experiences</li> <li>• Maintain a portfolio of informational writings and drawings, with assistance</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>	Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Writing,” pp. 109–119; “Talking, Singing, and Playing With Language,” pp. 70–78 <b>Scope and Sequence for Language and Literacy</b> “Writing Mechanics,” p. 285 <b>Activities Focused on Letters and Words:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267
<b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b> <ul style="list-style-type: none"> <li>• Draw or write original literary texts to               <ul style="list-style-type: none"> <li>- create a story using pictures and/or drawings</li> <li>- create poems or jingles to go with pictures and/or drawings</li> </ul> </li> <li>• Draw or write to respond to text to               <ul style="list-style-type: none"> <li>- express feelings about characters or events in a story, with assistance</li> <li>- describe characters or events, with assistance</li> <li>- dictate a sequence of events from a story</li> <li>- retell a story, with assistance</li> </ul> </li> <li>• Maintain a portfolio of writings and drawings in response to literature, with assistance</li> </ul>	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul>	Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374  <b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Story Retelling,” pp. 101–108; “Writing,” pp. 109–119 <b>Scope and Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285 <b>Activities Focused on Letters and Words:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267

<b>NYSED Prekindergarten Competencies &amp; Indicators</b>	<b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b>
<p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Draw and/or write to express opinions and judgments to               <ul style="list-style-type: none"> <li>- share what they have learned about a topic</li> <li>- respond in pictures or words to an experience or event shared by a classmate</li> <li>- compare characters within and between stories</li> </ul> </li> <li>• Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul>	<p>Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Writing,” pp. 109–119</p> <p><b>Scope and Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285</p> <p><b>Activities Focused on Comprehension:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>
<p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"> <li>• Share writing and drawing with peers or adults; for example, write and/or draw with a partner or in a cooperative group</li> <li>• Respect the age and gender of the recipient</li> <li>• Maintain a portfolio of writings and drawings for social interaction, with assistance</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul>	<p>Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 3: “Writing,” pp. 109–119</p> <p><b>Scope and Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285</p> <p><b>Activities Focused on Comprehension:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>
<p><b>LISTENING</b></p>		
<p><b>LITERACY COMPETENCIES</b></p>		
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs)</li> <li>• Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information)</li> <li>• Understand and follow oral directions</li> <li>• Listen respectfully without interrupting others</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> <li>I. Follows one-step directions</li> <li>II. Follows two-step directions</li> <li>III. Follows directions with more than two steps</li> </ul> <p>41. Answers questions</p> <ul style="list-style-type: none"> <li>I. Answers simple questions with one or two words</li> <li>II. Answers questions with a complete thought</li> <li>III. Answers questions with details</li> </ul> <p>42. Asks questions</p> <ul style="list-style-type: none"> <li>I. Asks simple questions</li> <li>II. Asks questions to further understanding</li> <li>III. Asks increasingly complex questions to further own understanding</li> </ul> <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ul>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Asking Children Questions,” pp. 177–178; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development”</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p><b>Scope and Sequence for Language and Literacy</b> “Listening and Responding to Language,” p. 274</p> <p><b>Activities Focused on Vocabulary and Language:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>

<p align="center"><b>NYSED Prekindergarten Competencies &amp; Indicators</b></p>	<p align="center"><b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b></p>	<p align="center"><b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b></p>
<p><b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b></p> <p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Acquire information from nonfiction text</li> <li>• Identify words on a chart, with assistance</li> <li>• Follow a one-step direction</li> <li>• Identify and respond to environmental sounds that provide information (e.g., school bell and fire alarm)</li> <li>• Identify similarities in information about people and places</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> <li>I. Follows one-step directions</li> <li>II. Follows two-step directions</li> <li>III. Follows directions with more than two steps</li> </ul> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ul>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Asking Children Questions,” pp. 177–178; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Chapter 10: “Recognizing Printed Words,” p. 366; “Interacting With Children in the Library Area,” pp. 370–375</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Listening and Responding to Language,” p. 274</p> <p><b>Activities Focused on Vocabulary and Language, Comprehension:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>
<p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Listen to literary texts and performances to <ul style="list-style-type: none"> <li>- appreciate and enjoy literary works</li> <li>- recall a sequence of events from a personal experience</li> <li>- identify a character</li> <li>- respond to vivid language</li> <li>- identify specific people and places</li> </ul> </li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ul> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379, especially “Interacting With Children in the Library Area,” pp. 370–375</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Motivation for Reading,” p. 280</p> <p>“Comprehension,” p. 284</p> <p><b>Activities Focused on Comprehension, Books and Other Texts:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>

<b>NYSED Prekindergarten Competencies &amp; Indicators</b>	<b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b>
<p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Form an opinion on the basis of information in the world</li> <li>• Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books, with assistance</li> <li>• Recognize differences in two versions of a familiar story, song, or finger play</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ol> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ol>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Motivation for Reading,” p. 280</p> <p>“Comprehension,” p. 284</p> <p><b>Activities Focused on Comprehension, Books and Other Texts:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>
<p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"> <li>• Respect the age and gender of the speaker</li> <li>• Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ol>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Comprehension,” p. 284</p> <p><b>Activities Focused on Comprehension:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>

NYSED Prekindergarten Indicators & Standards	<i>The Creative Curriculum</i> <sup>®</sup> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> <sup>®</sup> for Preschool and Related Publications
<b>SPEAKING</b>		
<b>LITERACY COMPETENCIES</b>		
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use prekindergarten-level vocabulary and grammar in own speech</li> <li>• Speak for different purposes (e.g., share ideas about personal experiences, books, or writings; retell a story; dramatize an experience or event)</li> <li>• Speak audibly</li> <li>• Speak with speed and expression appropriate for the purpose</li> <li>• Take turns when speaking in a group</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> <li>I. Uses simple sentences (3–4 words) to express wants and needs</li> <li>II. Uses longer sentences (5–6 words) to communicate</li> <li>III. Uses more complex sentences to express ideas and feelings</li> </ul> <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ul>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Sections in all Interest Area chapters “How ___ Promotes Development: Language Development,” : “What Children Learn in the ___ Area: Literacy”</p> <p><b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Story Retelling,” pp. 101–108</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Self-Expression,” p. 275</p> <p><b>Activities Focused on Vocabulary and Language:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>

<b>NYSED Prekindergarten Indicators &amp; Standards</b>	<b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b>
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>		
<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <ul style="list-style-type: none"> <li>• Dictate information from personal experience</li> <li>• Report information briefly to peers and familiar adults, with assistance</li> <li>• Connect information from personal experiences to information from nonfiction texts, with assistance</li> <li>• Relate more than one piece of information in sequence in retelling a story</li> <li>• Share observations from classroom and home</li> <li>• Ask questions to clarify directions and/or classroom routines</li> <li>• Respond orally to simple questions and/or directions</li> <li>• Share information, using appropriate visual aids (e.g., puppets, toys, and pictures) to illustrate a word or concept, with assistance</li> <li>• Dramatize an experience or event</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>41. Answers questions</p> <ol style="list-style-type: none"> <li>I. Answers simple questions with one or two words</li> <li>II. Answers questions with a complete thought</li> <li>III. Answers questions with details</li> </ol> <p>42. Asks questions</p> <ol style="list-style-type: none"> <li>I. Asks simple questions</li> <li>II. Asks questions to further understanding</li> <li>III. Asks increasingly complex questions to further own understanding</li> </ol> <p>43. Actively participates in conversations</p> <ol style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ol>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Sections in all Interest Area chapters “How ___ Promotes Development: Language Development,” : “What Children Learn in the ___ Area: Literacy”</p> <p><b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>Oral Language: Vocabulary and Language: “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275</p> <p><b>Activities Focused on Vocabulary and Language:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>
<p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <ul style="list-style-type: none"> <li>• Interpret words of characters in stories, with assistance</li> <li>• Engage in conversations with adults and peers regarding pictures, books, and experiences</li> <li>• Role-play characters or events from stories</li> <li>• Express feelings about a work of fiction</li> <li>• Compare stories from personal experience with stories heard</li> <li>• Dictate stories with a beginning, middle, and end, with assistance</li> <li>• Describe the actions of characters in a story, with assistance</li> <li>• Tell real or imaginative stories on the basis of their response to illustrations</li> <li>• Describe familiar persons, places, or objects</li> <li>• Recite short poems, nursery rhymes, and finger plays</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>43. Actively participates in conversations</p> <ol style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ol> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ol>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373</p> <p><b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>Oral Language: Vocabulary and Language: “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275</p> <p><b>Activities Focused on Vocabulary and Language:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>

<b>NYSED Prekindergarten Indicators &amp; Standards</b>	<b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b>
<p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <ul style="list-style-type: none"> <li>• Share what they know about a topic</li> <li>• Express an opinion about a story, poem, finger play, or poster</li> <li>• Compare characters or events in two stories, with assistance</li> <li>• Express an opinion about the color and form of illustrations</li> <li>• Brainstorm to create an experience chart, with assistance</li> <li>• Discuss different versions of the same story</li> <li>• Relate events or characters in a story to their lives</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ol> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ol>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133  Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178  Sections in all Interest Area chapters “How ___ Promotes Development: Language Development,” : “What Children Learn in the ___ Area: Literacy”</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b>  Chapter 1: “Comprehension,” pp. 33–38  Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108  <b>Scope and Sequence for Language and Literacy</b>  “Comprehension,” p. 284; “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275  <b>Activities Focused on Comprehension:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>
<p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> <ul style="list-style-type: none"> <li>• Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment</li> <li>• Share rhymes with peers and familiar adults</li> <li>• Respect the age and gender of the listener</li> <li>• Discuss the content of friendly notes, cards, and personal narratives, in a group, to get to know the writer and each other</li> </ul>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>43. Actively participates in conversations</p> <ol style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ol> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ol>	<p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178  Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373</p> <p><b>Literacy: <i>The Creative Curriculum</i><sup>®</sup> Approach</b>  Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108  <b>Scope and Sequence for Language and Literacy</b>  Oral Language: Vocabulary and Language: “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275  <b>Activities Focused on Vocabulary and Language:</b> see “Activity Matrix,” p. 273, and Activities pp. 192–267</p>

<p align="center">NYSED Prekindergarten Process Strands and Content Strands</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</p>
<p><b>MATHEMATICS</b></p>		
<p><b>PROBLEM SOLVING STRAND</b></p>		
<p><i>Students will build new mathematical knowledge through problem solving.</i> PK.PS.1 Explore, examine, and make observations about a social problem or mathematical situation PK.PS.2 Interpret information correctly, identify the problem, and generate possible solutions</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: “Problem Solving,” p. 162 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p>
<p><i>Students will solve problems that arise in mathematics and in other contexts.</i> PK.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling PK.PS.4 Formulate problems and solutions from everyday situations (e.g., as counting the number of children in the class or using the calendar to teach counting)</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems</p>	<p>Chapter 3: “Problem Solving,” p. 162 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 <b><i>The Creative Curriculum</i><sup>®</sup> Math Kits:</b> <b>1: Number, Geometry &amp; Data</b> <b>2: Patterns &amp; Measurement</b></p>
<p><i>Students will apply and adapt a variety of appropriate strategies to solve problems.</i> PK.PS.5 Use informal counting strategies to find solutions PK.PS.6 Experience teacher-directed questioning process to understand problems PK.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking PK.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems PK.PS.9 Use drawings/pictures to model the action in problems</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems <b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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</p>	<p>Chapter 3: “Problem Solving,” p. 162 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”  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 <b><i>The Creative Curriculum</i><sup>®</sup> Math Kits:</b> <b>1: Number, Geometry &amp; Data</b> <b>2: Patterns &amp; Measurement</b></p>

<p align="center"><b>NYSED Prekindergarten Process Strands and Content Strands</b></p>	<p align="center"><b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b></p>	<p align="center"><b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b></p>
<p><i>Students will monitor and reflect on the process of mathematical problem solving.</i> PK.PS.10 Explain to others how a problem was solved, giving strategies</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>Chapter 3: “Problem Solving,” p. 162 <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55</p>
<p align="center"><b>REASONING AND PROOF STRAND</b></p>		
<p><i>Students will recognize reasoning and proof as fundamental aspects of mathematics.</i> PK.RP.1 Understand that mathematical statements can be true or false</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: “Problem Solving,” p. 162 <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55</p>
<p><i>Students will make and investigate mathematical conjectures.</i> PK.RP.2 Investigate the use of knowledgeable guessing as a mathematical tool PK.RP.3 Explore guesses, using a variety of objects and manipulatives</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems</p>	<p>Chapter 3: “Problem Solving,” p. 162 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” <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 <b><i>The Creative Curriculum</i><sup>®</sup> Math Kits:</b> <b>1: Number, Geometry &amp; Data</b> <b>2: Patterns &amp; Measurement</b></p>
<p><i>Students will develop and evaluate mathematical arguments and proofs.</i> PK.RP.4 Listen to claims other students make</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: “Problem Solving,” p. 162 <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55</p>

<p align="center">NYSED Prekindergarten Process Strands and Content Strands</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</p>
<p><b>COMMUNICATION STRAND</b></p>		
<p><i>Students will organize and consolidate their mathematical thinking through communication.</i> PK.CM.1 Understand how to organize their thought processes with teacher guidance</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems</p>	<p>Chapter 3: "Communicating," p. 162 Sections in all Interest Area chapters: "How ___ Promotes Cognitive Development," "What Children Learn in the ___ Area: Mathematics"  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: "Communication," pp. 56–58 <b><i>The Creative Curriculum</i><sup>®</sup> Math Kits:</b> <b>1: Number, Geometry &amp; Data</b> <b>2: Patterns &amp; Measurement</b></p>
<p><i>Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</i> PK.CM.2 Share mathematical ideas through the manipulation of objects, drawings, pictures, and verbal explanations</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: "Communicating and Representing," p. 162 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 9: "Art," pp. 317–349 Chapter 12: "Sand and Water," pp. 403–421 Sections in all Interest Area chapters: "How ___ Promotes Cognitive Development," "What Children Learn in the ___ Area: Mathematics"  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: "Communication," pp. 56–58; "Representation," pp. 63–65 Chapter 4: "The Toys and Games Area as the Hub of Mathematics Learning," pp. 110–115; "Mathematics in the Block Area," pp. 116–120; "Mathematics in the Art Area," pp. 129–132; "Mathematics in the Sand and Water Area," pp. 143–147 <b><i>The Creative Curriculum</i><sup>®</sup> Math Kits:</b> <b>1: Number, Geometry &amp; Data</b> <b>2: Patterns &amp; Measurement</b></p>

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<p><i>Students will analyze and evaluate the mathematical thinking and strategies of others.</i></p> <p>PK.CM.3 Listen to solutions shared by other students</p> <p>PK.CM.4 Formulate mathematically relevant questions with teacher guidance</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></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>Chapter 3: “Connecting,” p. 161</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development,” “What Children Learn in the ___ Area: Mathematics”</p> <p><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 2: “Connections,” pp. 59–62</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Art Area,” pp. 129–132; “Mathematics in the Sand and Water Area,” pp. 143–147</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Math Kits:</b></p> <p><b>1: Number, Geometry &amp; Data</b></p> <p><b>2: Patterns &amp; Measurement</b></p>
<p><i>Students will use the language of mathematics to express mathematical ideas precisely.</i></p> <p>PK.CM.5 Use appropriate mathematical terms, vocabulary, and language</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>	<p>Chapter 3: “Communicating,” p. 162</p> <p>Sections in the following chapters on “Language Development” and “What Children Learn: Literacy:”</p> <p>Chapter 6: “Blocks,” p. 243, 245, 253</p> <p>Chapter 8: “Toys and Games,” p. 295, 297, 304</p> <p>Chapter 12: “Sand and Water,” pp. 403, 405, 411</p> <p><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147</p>

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<p><b>CONNECTIONS STRAND</b></p>		
<p><i>Students will recognize and apply mathematics in contexts outside of mathematics.</i></p> <p>PK.CN.1 Recognize the presence of mathematics in their daily lives</p> <p>PK.CN.2 Use counting strategies to solve problems in their daily lives</p> <p>PK.CN.3 Recognize and apply mathematics to objects and pictures</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p>Chapter 3: “Connecting,” p. 161</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 2: “Connections,” pp. 59–62</p> <p>Chapter 4: “Mathematics Learning in Interest Areas,” pp. 109–167</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Math Kits:</b></p> <p><b>1: Number, Geometry &amp; Data</b></p> <p><b>2: Patterns &amp; Measurement</b></p>
<p><b>REPRESENTATION STRAND</b></p>		
<p><i>Students will create and use representations to organize, record, and communicate mathematical ideas.</i></p> <p>PK.R.1 Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations</p> <p>PK.R.2 Use standard and nonstandard representations</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>	<p>Chapter 3: “Representing,” p. 162</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><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 2: “Representation,” pp. 63–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147</p>
<p><i>Students will use representations to model and interpret physical, social, and mathematical phenomena.</i></p> <p>PK.R.3 Use objects to show and understand physical phenomena (e.g., guess the number of cookies in a package)</p> <p>PK.R.4 Use objects to show and understand social phenomena (e.g., count and represent sharing cookies between friends)</p> <p>PK.R.5 Use objects to show and understand mathematical phenomena (e.g., draw pictures to show a story problem, show number value using fingers on your hand)</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p> <p>33. Uses one-to-one correspondence</p> <p>I. Matches pairs of objects in one-to-one correspondence</p> <p>II. Places objects in one-to-one correspondence with another set</p> <p>III. Uses one-to-one correspondence as a way to compare two sets</p>	<p>Chapter 3: “Representing,” p. 162</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 2: “Representation,” pp. 63–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Dramatic Play Area,” pp. 121–128; “Mathematics in the Sand and Water Area,” pp. 143–147</p>

<p align="center">NYSED Prekindergarten Process Strands and Content Strands</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</p>
<p><b>NUMBER SENSE AND OPERATIONS STRAND</b></p>		
<p><i>Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</i></p> <p><b>Number Systems</b></p> <p>PK.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)</p> <p>PK.N.2 Count out (produce) a collection of a specified size 1 to 10</p> <p>PK.N.3 Verbally count by 1’s to 10</p> <p>PK.N.4 Explore the different representations of a group of objects</p> <p>PK.N.5 Draw pictures or other informal symbols to represent a spoken number up to 5</p> <p>PK.N.6 Draw pictures or other informal symbols to represent how many in a collection up to 5</p> <p>PK.N.7 Recognize numerals (0-5)</p> <p>PK.N.8 Use and understand the terms first and last</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Dramatic Play Area,” pp. 121–128</p> <p>Activities Focused on Number and Operations: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Number and Operations: pp. 328–329</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Math Kit 1: Number, Geometry &amp; Data</b></p>
<p><i>Students will understand meanings of operations and procedures, and how they relate to one another.</i></p> <p><b>Operations</b></p> <p>PK.N.9 Develop addition and subtraction readiness with sums up to 4 and subtraction involving one to four items, using manipulatives</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b></p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Dramatic Play Area,” pp. 121–128</p> <p>Activities Focused on Number and Operations: see Activity Matrix, p. 325</p> <p>Scope of Instruction on Number and Operations: pp. 328–329</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Math Kit 1: Number, Geometry &amp; Data</b></p>

<p align="center">NYSED Prekindergarten Process Strands and Content Strands</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</p>	<p align="center"><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</p>
<p><b>ALGEBRA STRAND</b></p>		
<p><i>Students will recognize, use, and represent algebraically patterns, relations, and functions.</i> <b>Patterns, Relations, and Functions</b> PK.A.1 Duplicate simple patterns using concrete objects</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335  <b><i>The Creative Curriculum</i><sup>®</sup> Math Kit 2: Patterns &amp; Measurement</b></p>
<p><b>GEOMETRY STRAND</b></p>		
<p><i>Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.</i> <b>Shapes</b> PK.G.1 Match shapes, first with same size and orientation, then with different sizes and orientation PK.G.2 Informally play with solids (e.g., building blocks)</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 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</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–331 Appendix: “Geometry and Spatial Sense Observation Form,” p. 344  <b><i>The Creative Curriculum</i><sup>®</sup> Math Kit 1: Number, Geometry &amp; Data</b></p>

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<p><b>MEASUREMENT STRAND</b></p>		
<p><i>Students will determine what can be measured and how, using appropriate methods and formulas.</i> Units of Measurement PK.M.1 Develop language such as bigger, longer, and taller to discuss length PK.M.2 Relate specific times such as day and night</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Measurement,” pp. 24–30 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333  <b><i>The Creative Curriculum</i><sup>®</sup> Math Kit 2: Patterns &amp; Measurement</b></p>
<p><b>STATISTICS AND PROBABILITY STRAND</b></p>		
<p><i>Students will collect, organize, display, and analyze data.</i> <b><i>Organization and Display of Data</i></b> PK.S.1 Sort and organize objects by one attribute (e.g., color, size, or shape) PK.S.2 Use physical objects to make graphs <b><i>Analysis of Data</i></b> PK.S.3 Count and compare groups formed (quantify groups formed) PK.S.4 Describe the attributes of objects</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 2: “Representation,” pp. 63–65 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337  <b><i>The Creative Curriculum</i><sup>®</sup> Math Kit 1: Number, Geometry &amp; Data</b></p>

NYSED Prekindergarten Indicators & Benchmarks	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>SOCIAL STUDIES</b>		
<p><b>Standard I: History of the United States and New York</b></p> <p>I.3 Knows how different groups of people in the community have taken responsibility for the common good</p> <p>I.4 Knows the holidays, ceremonies, and stories that reflect the cultural history of New York State and the United States</p> <p>I.5 Distinguishes among broad categories of historical time</p> <p>I.6 Describe orally or in a picture similarities and differences between self and peers</p> <p>I.7 Understands family life now and in the recent past and family life in various places long ago</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Chapter 3: “People and the Past,” p. 149, 151</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>See especially: <i>Boxes, Clothes, Buildings, Balls, Chairs &amp; Things to Sit On, Wheels</i></p>
<p><b>Standard II: The broad sweep of history</b></p> <p>II.10 Distinguishes between past, present, and future time</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Chapter 3: “People and the Past,” p. 149, 151</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>See especially: <i>Boxes, Clothes, Buildings, Balls, Chairs &amp; Things to Sit On, Wheels</i></p>
<p><b>Standard III: Geography</b></p> <p>III.2 Knows areas that can be classified as regions according to physical and human criteria</p> <p>III.8 Knows the basic elements of maps and globes</p>		<p>Chapter 3: “Spaces and Geography,” pp. 146–147, 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><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>See especially: <i>Rocks, Ants, Flowers, Buildings, Chairs &amp; Things to Sit On, Water Pipes, Trash &amp; Garbage, Shadows</i></p>

<b>NYSED Prekindergarten Indicators &amp; Benchmarks</b>	<b><i>The Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool and Related Publications</b>
<p><b>Standard IV: Economics</b></p> <p>IV.1 Knows how different people, groups, and countries solve problems related to satisfying basic needs and wants</p> <p>IV.5 Knows the modes of transportation used to move people, products, and ideas from place to place, their advantages and disadvantages, yesterday and today</p> <p>IV.6 Knows that a price is the amount of money that people pay when they buy a good or service</p> <p>IV.8 Understands basic economic concepts</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <p style="padding-left: 20px;">I. Performs and labels actions associated with a role</p> <p style="padding-left: 20px;">II. Offers a play theme and scenario</p> <p style="padding-left: 20px;">III. Engages in elaborate and sustained role play</p> <p>36. Makes believe with objects</p> <p style="padding-left: 20px;">I. Interacts appropriately with real objects or replicas in pretend play</p> <p style="padding-left: 20px;">II. Uses substitute object or gesture to represent real object</p> <p style="padding-left: 20px;">III. Uses make-believe props in planned and sustained play</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><b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>See especially: <i>Ants, Clothes, Flowers, Buildings, Balls, Chairs &amp; Things to Sit On, Wheels, Water Pipes, Trash &amp; Garbage, Shadows, Exercise</i></p>
<p><b>Standard V: Citizenship &amp; Government</b></p> <p>V.2 Understands why civic responsibility is important and know examples of civic responsibility</p> <p>V.9 Knows that people can plan, organize, problem-solve and make decisions for the common good</p> <p>V.10 Understands the need for procedures, rules and laws in various situations</p>		<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 2: “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Solving Problems That Involve the Whole Class,” pp. 114–115</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>See especially: <i>Ants, Clothes, Flowers, Buildings, Chairs &amp; Things to Sit On, Water Pipes, Trash &amp; Garbage, Shadows, Exercise</i></p>

NYSED Prekindergarten Standards	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>MUSIC</b>		
<p><b>STANDARD 1:</b> Creating, Performing, and Participating in the Arts</p> <p><b>STANDARD 2:</b> Knowing and Using Arts Materials and Resources</p> <p><b>STANDARD 3:</b> Responding to and Analyzing Works of Art</p> <p><b>STANDARD 4:</b> Understanding the Cultural Dimensions and Contributions of the Arts</p>		<p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b>  “Integrate Content Area Learning: The Arts”  “Enhancements to Interest Areas: Music and Movement”</p>
<b>THEATRE</b>		
<p><b>STANDARD 1:</b> Creating, Performing, and Participating in the Arts</p> <p><b>STANDARD 2:</b> Knowing and Using Arts Materials and Resources</p> <p><b>STANDARD 3:</b> Responding to and Analyzing Works of Art</p> <p><b>STANDARD 4:</b> Understanding the Cultural Dimensions and Contributions of the Arts</p>		<p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b>  “Enhancements to Interest Areas: Dramatic Play”  “Integrate Content Area Learning: The Arts”</p>