

**Alignment of the *Oklahoma Pre-Kindergarten Curriculum Guidelines*  
With *The Creative Curriculum*<sup>®</sup> for Preschool and the  
Goals and Objectives of *The Creative Curriculum*<sup>®</sup> Developmental Continuum for Ages 3–5**

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

The *Developmental Continuum* contains 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Therefore, we have created a “forerunner” step as well 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 develop and learn.

Note: Teaching Strategies was unable to directly match any of its objectives or content to two highly specific Oklahoma guidelines: Social and Personal Skills, Standard 2, No. 1 (States his/her full name, age, and name of parent or guardian.) and Social Studies, Civics, Standard 1, No. 6 (Recognizes patriotic symbols and activities [e.g., American flag]). However, both guidelines could easily be included in a classroom implementing *The Creative Curriculum*.

**References**

Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum*<sup>®</sup> for preschool. Washington, DC: Teaching Strategies, Inc.

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Teaching Strategies, Inc. (2001). *The Creative Curriculum*<sup>®</sup> developmental continuum for ages 3–5. Washington, DC: Teaching Strategies, Inc. Author.

<b>Table of Contents</b>	
Approaches to Learning	2
Creative Skills	4
Language Arts	6
Mathematics	14
Health, Safety, and Physical Development	19
Science	24
Social and Personal Skills	29
Social Studies	32

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b>The Creative Curriculum® for Preschool</b>	<b>Creative Curriculum® Goals, Objectives, and Developmental Steps</b>
<b>APPROACHES TO LEARNING</b>		
<b>Standard 1: The child demonstrates positive attitudes, habits, and learning styles.</b>		
1. Demonstrates an eagerness and interest in learning.	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Cognitive Development,” p. 21 Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
2. Develops and expands listening skills.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Chapter 10: “Materials for Listening,” pp. 359; “Reading Books to Children,” p. 370–373; “Listening to Tapes With Children,” p. 374 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
3. Demonstrates self-direction and independence.	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
4. Demonstrates increasing ability to set goals and develop and follow through on plans.	Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
5. Manages transition between activities effectively.	Chapter 2: “Daily Events,” pp. 82–92, especially “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school

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6. Understands, accepts, and follows rules and routines.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
7. Develops increasing ability to find more than one solution to a question, task or problem.	Chapter 3: “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ____ Area”	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
8. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	Chapter 3: “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ____ Area”	<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—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 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

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<b>CREATIVE SKILLS</b>		
<b>Standard 1: The child participates in activities that foster individual creativity.</b>		
1. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Library,” pp. 351–379 Chapter 13: “Music and Movement,” pp. 423–441	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
2. Thinks of new uses for familiar materials.	See Interest Area chapters (Chapters 6–16)	<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
3. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

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4. Works creatively using a variety of self-expressive materials and tools to creatively express ideas.	Chapter 3: “Visual Arts,” p. 154, 155; “Technology,” pp. 156–160 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Promoting Children’s Writing,” p. 374 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts; Technology”	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 21. Uses tools for writing and drawing <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul> <b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</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>
5. Moves freely in response to music and change of tempo.  6. Expresses thoughts and feelings through creative movement.	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align directly with this item.
7. Experiments with a variety of musical instruments.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align directly with this item.

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<b>LANGUAGE ARTS</b>		
<b>Oral Language</b>		
<b>Standard 1: Listening - The child will listen for information and for pleasure.</b>		
1. Listens with interest to stories read aloud.	Chapter 10: "Reading Books to Children," p. 370–373	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
2. Understands and follows oral direction.	Chapter 2: "Transition Times," pp. 88–89 Chapter 4: "Teacher-Directed Learning," pp. 174–175 Section in all Interest Area chapters: "Interacting With Children in the ___ Area"	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
<b>Standard 2: Speaking - The child will express ideas or opinions in group or individual settings.</b>		
1. Uses language for a variety of purposes (e.g., expressing needs and interests).	Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development" "What Children Learn in the ___ Area: Literacy"	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding

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2. Recalls and repeats simple poems, rhymes, and songs.	Chapter 3: “Phonological Awareness,” pp. 127–128, 132; “Comprehension,” pp. 129–130, 133 Chapter 13: “Music and Movement,” pp. 423–441	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>38. Hears and discriminates the sounds of language</p> <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> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <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>
3. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132	<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>
4. Shares simple personal narrative.	Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178	<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>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>
5. Participates actively in conversations.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Mealtimes,” pp. 89–91 Chapter 4: “Talking With Children About Their Work,” p. 177 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <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>

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<b>Literacy</b>		
<b>Standard 3: Print Awareness - The child will understand the characteristics of written language.</b>		
<p>1. Demonstrates increasing awareness of concepts of print.</p> <p>2. Identifies the front cover and back cover of a book.</p> <p>3. Follows book from left to right and from top to bottom on the printed page.</p> <p>4. Shows increasing awareness of print in classroom, home and community settings.</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>
<p>5. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgements about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>
<p>6. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.</p> <p>7. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).</p> <p>8. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Understanding Books and Other Texts,” pp. 130–131, 133; “Letters and Words,” pp. 129, 133</p> <p>Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Recognizing That Written Words Are Symbols,” p. 366</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p> <p>49. Understands the purpose of writing</p> <p>I. Imitates act of writing in play</p> <p>II. Understands there is a way to write that conveys meaning</p> <p>III. Writes to convey meaning</p>

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9. Role plays reading.	Chapter 3: "Literacy as a Source of Enjoyment," p. 131, 133 Section in Chapter 7: "What Children Learn in the Dramatic Play Area: Literacy," p. 280 Chapter 10: "Library," pp. 351–379	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
<b>Standard 4: Phonological Awareness - The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.</b>		
1. Begins to hear, identify, and make oral rhymes (e.g., "The pig has a wig").  2. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., "I can clap the parts in my name: An-drew").	Chapter 3: "Phonological Awareness," p. 128, 132	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
<b>Standard 5: Phonemic Awareness - The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.</b>		
1. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").  2. Recognizes which words in a set of words begin with the same sound (e.g., "Bell, bike, and boy all have /b/ at the beginning").	Chapter 3: "Phonological Awareness," p. 128, 132 Chapter 10: "Connecting Written Symbols With Sounds," p. 366	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words

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<b>Standard 6: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.</b>		
<p>1. Recognizes own name in print.</p> <p>2. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</p> <p>3. Begins to recognize the sound association for some letters.</p> <p>4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<p>Chapter 3: “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366; “Connecting Written Symbols With Sounds,” p. 366; “Step III: Uses Letters that Represent Sounds in Words,” p. 368</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p> <p>46. Demonstrates knowledge of the alphabet</p> <p>I. Recognizes and identifies a few letters by name</p> <p>II. Recognizes and names many letters</p> <p>III. Beginning to make letter-sound connections</p> <p>50. Writes letters and words</p> <p>I. Uses scribble writing and letter-like forms</p> <p>II. Writes recognizable letters, especially those in own name</p> <p>III. Uses letters that represent sounds in writing words</p>
<b>Standard 7: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary.</b>		
<p>1. Shows a steady increase in listening and speaking vocabulary.</p>	<p>Chapter 4: “Interacting with Children to Promote Learning,” pp. 175–178</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>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>

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2. Understands and follows oral directions (e.g., use of position words: under, above, through).	Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective <b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
3. Links new learning experiences and vocabulary to what is already known about a topic.	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	<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
<b>Standard 8: Comprehension - The child will associate meaning and understanding with reading.</b>		
1. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements 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
2. Demonstrates progress in abilities to retell and dictate stories from books and experiences.  3. Remembers and articulates some sequences of events.	Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b>The Creative Curriculum® for Preschool</b>	<b>Creative Curriculum® Goals, Objectives, and Developmental Steps</b>
4. Connects information and events to real-life experiences when being read a story.	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> <li>I. Draws on everyday experiences and applies this knowledge to similar situations</li> <li>II. Applies new information or vocabulary to an activity or interaction</li> <li>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <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>
5. Demonstrates understanding of literal meaning of story being told through questions and comments.	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Library,” pp. 351–379, especially “Interacting With Children in the Library Area,” pp. 370–375 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	<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>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><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <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>
6. Tells what is happening in a picture.	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 9: “Talking With Children About Their Art,” pp. 342–344 Chapter 10: “The Teacher’s Role: Observing and Responding to Individual Children,” pp. 365–370; “Reading Books to Children,” p. 370–373	<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>
<b>Writing</b>		
<b>Standard 9: Writing Process - The child will use the “writing process” to express thoughts and feelings.</b>		

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b>The Creative Curriculum® for Preschool</b>	<b>Creative Curriculum® Goals, Objectives, and Developmental Steps</b>
1. Develops understanding that writing is a way of communicating for a variety of purposes.	Chapter 10, “Promoting Children’s Writing,” p. 374	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
2. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.  3. Participates in writing opportunities.	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
4. Begins to remember and repeat stories and experiences through drawing and dictation.	Chapter 9: “Art,” pp. 317–349, especially “Talking With Children About Their Art,” pp. 342–344 Chapter 10: “Developmental Steps in Writing,” pp. 367–369	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning

<i>Oklahoma Pre-Kindergarten Curriculum Guidelines</i>	<i>The Creative Curriculum<sup>®</sup> for Preschool</i>	<i>Creative Curriculum<sup>®</sup> Goals, Objectives, and Developmental Steps</i>
<b>MATHEMATICS</b>		
<b>Standard 1: Patterns - The child will sort and classify objects and analyze simple patterns.</b>		
1. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401	<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
2. Recognizes patterns, can repeat them, and explain them verbally (red,black, red,black, red,black).	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
<b>Standard 2: Number Sense – The child will understand the relationship between numbers and quantities.</b>		
1. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	Chapter 3: "Number Concepts," pp. 134–135, 140 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	<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
2. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets
3. Develops increasing ability to count in sequence to ten.  4. Counts objects in a set one-by-one from one through five.	Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315	<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

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b>The Creative Curriculum® for Preschool</b>	<b>Creative Curriculum® Goals, Objectives, and Developmental Steps</b>
5. Identifies and creates sets of objects one through five.	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	<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 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
6. Identifies numerals one through five.  7. Recognizes the numerical value of sets of objects through five.	Chapter 3: “Number Concepts,” pp. 134–135, 140 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	<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
<b>Standard 3: Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.</b>		
1. Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	<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 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
2. Builds an increasing understanding of directionality, order and position of objects, and words e.g., on, under, above).	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective

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<b>Standard 4: Measurement – The child will explore the concepts of nonstandard and standard measurement.</b>		
<p>1. Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block).</p> <p>2. Compares objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 12: “Sand and Water,” pp. 403–421  Chapter 14: “Cooking,” pp. 443–469</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>
<p>3. Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 11: “Discovery,” pp. 381–401  Chapter 14: “Cooking,” pp. 443–469</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul> <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> <li>I. Notices when one object in a series is out of place</li> <li>II. Figures out a logical order for a group of objects</li> <li>III. Through trial and error, arranges objects along a continuum according to two or more physical features</li> </ul>
<p>4. Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).</p>	<p>Chapter 2: “Daily Events,” pp. 82–92; “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97  Chapter 3: “Measurement,” pp. 137–138, 141  Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>31. Shows awareness of time concepts and sequence</p> <ul style="list-style-type: none"> <li>I. Demonstrates understanding of the present and may refer to past and future</li> <li>II. Uses past and future tenses and time words appropriately</li> <li>III. Associates events with time-related concepts</li> </ul>

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b>The Creative Curriculum® for Preschool</b>	<b>Creative Curriculum® Goals, Objectives, and Developmental Steps</b>
<p><b>Standard 5: Data Analysis – The child will collect and analyze data in a group setting.</b></p>		
<p>1. Begins to use numbers and counting as a means for solving problems and measuring quantity.</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 12: “Sand and Water,” pp. 403–421  Chapter 14: “Cooking,” pp. 443–469  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</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  <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  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>2. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 11: “Discovery,” pp. 381–401  Chapter 12: “Sand and Water,” pp. 403–421  Chapter 14: “Cooking,” pp. 443–469  Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</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  <b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b>  37. Makes and interprets representations  I. Draws or constructs and then names what it is  II. Draws or builds a construction that represents something specific  III. Plans then creates increasingly elaborate representations</p>

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3. Describes similarities and differences between objects.	Chapter 3: “Mathematics,” pp. 134–141 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	<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

<i>Oklahoma Pre-Kindergarten Curriculum Guidelines</i>	<i>The Creative Curriculum<sup>®</sup> for Preschool</i>	<i>Creative Curriculum<sup>®</sup> Goals, Objectives, and Developmental Steps</i>
<b>HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT</b>		
<b>Large Motor Skill Development</b>		
<b>Standard 1: The child will participate in activities that involve large motor skills.</b>		
1. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 16: "Outdoors," pp. 493–522	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control
2. Demonstrates body and space awareness to move and stop with control over speed and direction.	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441 Chapter 16: "Outdoors," pp. 493–522	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards
3. Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441 Chapter 16: "Outdoors," pp. 493–522	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b>The Creative Curriculum® for Preschool</b>	<b>Creative Curriculum® Goals, Objectives, and Developmental Steps</b>
4. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 16: "Outdoors," pp. 493–522	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
5. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 3: "Dance," p. 152, 155 Chapter 6: "Blocks," pp. 243–269 Chapter 9: "Art," pp. 317–349 Chapter 12: "Sand and Water," pp. 403–421 Chapter 13: "Music and Movement," pp. 423–441 Chapter 16: "Outdoors," pp. 493–522	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
6. Develops coordination and balance through a variety of activities.	Chapter 1: "Physical Development: Gross Motor," p. 20 Chapter 3: "Dance," p. 152, 155 Chapter 6: "Blocks," pp. 243–269 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"	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

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<b>Small Motor Skill Development</b>		
<b>Standard 2: The child will participate in activities that involve small motor skills.</b>		
<p>1. Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).</p>	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20  Chapter 6: “Blocks,” pp. 243–269  Chapter 7: “Dramatic Play,” pp. 271–293  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 9: “Art,” pp. 317–349  Chapter 10: “Library,” pp. 351–379  Chapter 11: “Discovery,” pp. 381–401  Chapter 12: “Sand and Water,” pp. 403–421  Chapter 14: “Cooking,” pp. 443–469  Chapter 15: “Computers,” pp. 471–491</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> <li>I. Performs simple manipulations</li> <li>II. Performs simple manipulations with increasing control</li> <li>III. Manipulates materials in a purposeful way, planning and attending to detail</li> </ul> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul>
<p>2. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).</p>	<p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> <li>I. Manipulates objects with hands</li> <li>II. Manipulates smaller objects with increasing control</li> <li>III. Manipulates a variety of objects requiring increased coordination</li> </ul>

<i>Oklahoma Pre-Kindergarten Curriculum Guidelines</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
<b>Health Enhancing Activity Development</b>		
<b>Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.</b>		
<p>1. Progresses in physical growth, strength, stamina, and flexibility.</p>	<p>Chapter 1: “Physical Development,” p. 20  Chapter 3: “Dance,” p. 152, 155  Chapter 12: “Sand and Water,” pp. 403–421  Chapter 13: “Music and Movement,” pp. 423–441  Chapter 16: “Outdoors,” pp. 493–522</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> <li>I. Moves with direction and beginning coordination</li> <li>II. Moves with direction and increasing coordination</li> <li>III. Moves with direction and refined coordination</li> </ul> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> <li>I. Attempts to walk along a line, stepping off occasionally</li> <li>II. Walks along wide beam such as edge of sandbox</li> <li>III. Walks forward easily, and backward with effort, along a wide beam</li> </ul> <p>16. Climbs up and down</p> <ul style="list-style-type: none"> <li>I. Climbs a short, wide ladder</li> <li>II. Climbs up and down stairs and ladders, and around obstacles</li> <li>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</li> </ul> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> <li>I. Pedals in forward direction, steering around wide corners</li> <li>II. Pedals and steers around obstacles and sharp corners</li> <li>III. Rides with speed and control</li> </ul> <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> <li>I. Throws, catches, and kicks objects with somewhat awkward movements</li> <li>II. Throws, catches, and kicks with increasing control</li> <li>III. Throws and kicks at target and catches with increasing accuracy</li> </ul>
<p>2. Understands that healthy bodies require rest, exercise, and good nutrition.</p> <p>3. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).</p>	<p>Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92  Chapter 14: “Cooking,” pp. 443–469</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> <li>I. Uses self-help skills with occasional reminders</li> <li>II. Uses self-help skills and participates in chores without reminders</li> <li>III. Understands the importance of self-help skills and their role in healthy living</li> </ul> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> <li>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</li> <li>II. Understands and follows classroom procedures without prompting</li> <li>III. Follows and understands the purpose of classroom procedures</li> </ul>

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b><i>The Creative Curriculum</i><sup>®</sup> for Preschool</b>	<b><i>Creative Curriculum</i><sup>®</sup> Goals, Objectives, and Developmental Steps</b>
<p>4. Builds awareness and ability to follow basic health and safety rules.</p>	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110            Chapter 16: “Keeping Slides and Swings Safe,” p. 507            Chapter 16: “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518            Note: <i>The Creative Curriculum</i><sup>®</sup> does not specifically address every potentially unsafe behavior or environmental condition. Instead, <i>The Creative Curriculum</i><sup>®</sup> encourages creation of classroom communities within which children and teachers are aware that their actions can positively or negatively affect other people.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ul>

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<b>SCIENCE</b>		
Science knowledge is developed through experiences with real animals, plants and objects in the classroom and the environment.		
<b>Science Processes and Inquiry</b>		
<b>Standard 1: The child will investigate and experiment with objects to discover information.</b>		
1. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.	Chapter 3: "Science," pp. 142–145; "Technology," pp. 156–160; "Process Skills," pp. 161–162 All Interest Area chapters, especially: 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 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science; Technology"	<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 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
2. Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).  3. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).	Chapter 3: "Science," pp. 142–145; "Technology," pp. 156–160 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science; Technology"	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 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 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b>The Creative Curriculum® for Preschool</b>	<b>Creative Curriculum® Goals, Objectives, and Developmental Steps</b>
4. Asks questions, makes predictions, and communicates observations orally and/or in drawings.	Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Science; Technology” Sections in Interest Area chapters 6, 11, 12, and 14: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Chapter 6: Blocks: pp. 243, 245 Chapter 11, Discovery: pp. 381, 383 Chapter 12, Sand and Water: pp. 403, 405 Chapter 14, Cooking: pp. 443, 445	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas <b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
5. Explores cause and effect.	Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Science; Technology”	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
<b>Physical</b>		
<b>Standard 2: The child will investigate and describe objects that can be sorted in terms of physical properties.</b>		
1. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.  2. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).  3. Observes and describes how objects move (e.g., slide, turn, twirl, roll).	Chapter 3: “Physical Science,” pp.142–143 Chapter 11: “Discovery,” pp. 381–401, especially “Sensory Table or Sensory Tubs,” p. 389 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <b>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

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<b>Life</b>		
<b>Standard 3: The child will observe and investigate plants and animals.</b>		
1. Develops an awareness of what various plants and animals need for growth.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 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
2. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 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 <b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
3. Demonstrates an interest and respect for the plant and animal life around them.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align directly with this item.

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<b>Earth/Space</b>		
<b>Standard 4: The child will investigate and observe the basic concepts of the Earth.</b>		
1. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).	Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> <li>I. Examines with attention to detail, noticing attributes of objects</li> <li>II. Notices and/or asks questions about similarities and differences</li> <li>III. Observes attentively and seeks relevant information</li> </ul> <p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul> <p>28. Compares/measures</p> <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>
2. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).	Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Outdoors," pp. 493–522	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> <li>I. Examines with attention to detail, noticing attributes of objects</li> <li>II. Notices and/or asks questions about similarities and differences</li> <li>III. Observes attentively and seeks relevant information</li> </ul> <p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>

<b>Oklahoma Pre-Kindergarten Curriculum Guidelines</b>	<b><i>The Creative Curriculum® for Preschool</i></b>	<b><i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i></b>
3. Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).	Chapter 2: "Using a Calendar," p. 85 Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Outdoors," pp. 493–522	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
4. Observes and participates in a variety of activities related to preserving the environment.	Chapter 2: "A System for Classroom Jobs," pp. 73–74 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment

<i>Oklahoma Pre-Kindergarten Curriculum Guidelines</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
<b>SOCIAL AND PERSONAL SKILLS</b>		
<b>Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others.</b>		
1. Plays, works and interacts easily with one or more children and/or adults.  2. Begins to develop relationships with others.	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
3. Recognizes the feelings of others and responds appropriately.	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want
4. Develops confidence and stands up for own rights.	Chapter 2: “Coaching Children on How to Be Assertive,” p. 120	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights
5. Shows respect for others and their property.	Chapter 2: “Strategies for Protecting Children’s Work,” pp. 74–75; “Promoting Positive Relationships in the Classroom,” pp. 102–108	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
6. Recognizes and expresses own feelings and responds appropriately.	Chapter 2: “Common Challenging Behaviors,” pp. 116–119; “Coaching Children on How to Be Assertive,” p. 120; “Determining the Causes of Challenging Behavior,” pp. 120–121; Helping Children to Regain Control,” pp. 121–122	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings

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7. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
8. Works independently and/or cooperatively to solve problems or resolve conflicts.	Chapter 2: “Handling Problems Between Children,” pp. 110–114	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
9. Seeks assistance from adult when appropriate.	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Building a Relationship With Each Child,” pp. 103–105	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
10. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align directly with this item.
<b>Standard 2: The child will develop the skills necessary for participating in a variety of settings.</b>		
1. States his/her full name, age, and name of parent or guardian.	Not applicable.	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align directly with this item.

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2. Shows ability to adjust to new situations.	Chapter 2: “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 1. Shows ability to adjust to new situations <ul style="list-style-type: none"> <li>I. Treats arrival and departure as routine parts of the day</li> <li>II. Accepts changes in daily schedules and routines</li> <li>III. Functions with increasing independence in school</li> </ul>

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<b>SOCIAL STUDIES</b>		
<b>Civics</b>		
<b>Standard 1: The child will exhibit traits of good citizenship.</b>		
1. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
2. Recognizes the importance of his/her role as a member of the family, the class, and the community.	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
3. Listens to others while in large and small groups.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

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4. Shows respect for others and their property.	Chapter 2: “Strategies for Protecting Children’s Work,” pp. 74–75 Chapter 9: “Displaying Children’s Artwork,” p. 333	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
5. Develops an awareness of how people positively affect the environment.	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “People and the Environment,” p. 148, 151	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment
6. Recognizes patriotic symbols and activities (e.g., American Flag).	Not applicable.	There is no <i>Creative Curriculum</i> objective that aligns with this item.
<b>Geography</b>		
<b>Standard 2: The child will demonstrate knowledge of basic geographic concepts.</b>		
1. Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; especially “Establishing Interest Areas,” pp. 62–66, and “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Spaces and Geography,” pp. 146–147, 150	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective <b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

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2. Begins to develop an understanding of his/her community (e.g., home, school, city).	Chapter 3: "Spaces and Geography," pp. 146–147, 150; "People and How They Live," pp. 147–148, 150 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies"	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
<b>Standard 3: The child will discuss how children in various communities and cultures are alike and different.</b>		
1. Explores how children have needs in common (e.g., food, clothing, shelter).  2. Explores how children are unique as to languages, food, clothing, transportation, and customs.	Chapter 1: "Life Experiences," p. 33; "Culture," p. 34; "Second Language Learners," pp. 38–41 Chapter 3: "Social Studies," pp. 146–151 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 4: "Teaching Second Language Learners," pp. 181–183	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want <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
3. Explores how families and communities build "traditions."	Chapter 3: "People and How They Live," pp. 147–148, 150; "People and the Past," p. 149, 151 Chapter 5: "Appreciating Family Differences," pp. 212–213; "Making Families Feel Welcome," pp. 218–219 Chapter 7: "Dramatic Play," pp. 271–293	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts

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<b>Economics</b>		
<b>Standard 4: The child will explore various careers.</b>		
<p>1. Develops growing awareness of jobs and what is required to perform them.</p> <p>2. Identifies various school and community personnel.</p> <p>3. Develops an awareness of money being needed to purchase things.</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150  Chapter 7: “Dramatic Play,” pp. 271–293  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>2. Demonstrates appropriate trust in adults</p> <p>I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy</p> <p>II. Regards parents and teachers as resources and positive role models</p> <p>III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)</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><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <p>I. Performs and labels actions associated with a role</p> <p>II. Offers a play theme and scenario</p> <p>III. Engages in elaborate and sustained role play</p> <p>36. Makes believe with objects</p> <p>I. Interacts appropriately with real objects or replicas in pretend play</p> <p>II. Uses substitute object or gesture to represent real object</p> <p>III. Uses make-believe props in planned and sustained play</p>