

**Alignment of the Rhode Island Early Learning Standards 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 (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; 2006 Series: *Chairs & Things to Sit On, Wheels, Water Pipes, Exercise, Trash & Garbage, Shadows*) 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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Rhode Island Early Learning Standards	<i>The Creative Curriculum®</i> for Preschool and Related Publications	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
APPROACHES TO LEARNING		
<p>1. Play: Children engage in play as a means to develop their individual approach to learning.</p> <ul style="list-style-type: none"> Initiate sustained play with peers. Enter into and play cooperatively with other children. Choose from a variety of play activities. 	<p>“Smilansky: The Role of Children’s Play in Learning,” pp. 11–13</p> <p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Promoting Learning in Interest Areas,” pp. 187–189</p> <p>All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pages 243–522</p> <p>The Creative Curriculum Study Starters</p> <p>“Integrate Content Area Learning: Social Studies”</p> <p>“Enhancements to Interest Areas: Dramatic Play”</p> <p>See especially: <i>Buildings, Wheels, Clothes, Chairs & Things to Sit On</i></p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> Works/plays cooperatively with one other child Successfully enters a group and plays cooperatively Maintains an ongoing friendship with at least one other child
<p>2. Curiosity: Children demonstrate curiosity and a willingness to participate in tasks and challenges.</p> <ul style="list-style-type: none"> Demonstrate an eagerness and interest in learning through questioning and adding ideas. Show an interest in people, things and the world around them. Choose to participate in an increasing variety of activities, tasks and play areas. 	<p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> Examines with attention to detail, noticing attributes of objects Notices and/or asks questions about similarities and differences Observes attentively and seeks relevant information
<p>3. Persistence: Children demonstrate an increased ability to show initiative, accept help, take risks and work towards completing tasks.</p> <ul style="list-style-type: none"> Invest time in a sustained activity despite distractions and interruptions. Accept help from another child or adult when encountering a problem. Seek help when appropriate from another child or adult. 	<p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>24. Shows persistence in approaching tasks</p> <ul style="list-style-type: none"> Sees simple tasks through to completion Continues to work on task even when encountering difficulties Works on task over time, leaving and returning to complete it

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<p>4. Self-organization: Children demonstrate an increased ability to establish goals, develop and follow through with plans.</p> <ul style="list-style-type: none"> • Demonstrate an increased ability to understand a task as a series of steps. • Demonstrate an increased ability to organize themselves and materials in the learning environment. • Follow through to complete tasks and activities. 	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ol style="list-style-type: none"> Chooses and becomes involved in one activity out of several options Completes multiple tasks in a project of own choosing with some adult assistance Carves out and completes own task without adult assistance
<p>5. Reasoning: Children demonstrate an increased ability to identify possible solutions to problems.</p> <ul style="list-style-type: none"> • Demonstrate an increased ability to generate different approaches to solving problems • Seek alternative approaches to problem solving. 	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115 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 Cognitive Development;” “Interacting With Children in the ___ Area”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ol style="list-style-type: none"> Finds multiple uses for classroom objects Experiments with materials in new ways when first way doesn’t work Finds alternative solutions to problems
<p>6. Application: Children use their prior experiences, sense and knowledge to learn in new ways.</p> <ul style="list-style-type: none"> • Communicate about events and experiences. • Use prior knowledge to understand new experiences. 	<p>Chapter 3: “Process Skills: Observing and Exploring; Connecting; Problem Solving; Organizing Information; Communicating and Representing,” pp. 161–162 Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ol style="list-style-type: none"> Draws on everyday experiences and applies this knowledge to similar situations Applies new information or vocabulary to an activity or interaction Generates a rule, strategy, or idea from one learning experience and applies it in a new context
<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p>		
<p>1. Play: Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments.</p> <ul style="list-style-type: none"> • Participate in a variety of individual and group play experiences. • Explore and understand new experiences and differences among people. 	<p>Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Choice Time,” pp. 87–88; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “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 Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ol style="list-style-type: none"> Works/plays cooperatively with one other child Successfully enters a group and plays cooperatively Maintains an ongoing friendship with at least one other child

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<p>2. Self-Concept: Children demonstrate and express an awareness of self.</p> <ul style="list-style-type: none"> • Progress toward identifying self according to gender, community membership, ethnicity, ability and family membership. • Separate from familiar people, places or things. • Demonstrate confidence in their range of abilities and express pride in accomplishments. 	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26; “Individual Differences,” pp. 27–41</p> <p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105</p> <p>Chapter 5: “Appreciating Family Differences,” pp. 212–213</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <ol style="list-style-type: none"> Shows ability to adjust to new situations <ol style="list-style-type: none"> Treats arrival and departure as routine parts of the day Accepts changes in daily schedules and routines Functions with increasing independence in school Recognizes own feelings and manages them appropriately <ol style="list-style-type: none"> Identifies and labels own feelings Is able to describe feelings and their causes Is increasingly able to manage own feelings
<p>3. Self-Control: Children increase their capacity for self-control.</p> <ul style="list-style-type: none"> • Demonstrate an increased understanding and acceptance of rules and routines within the learning environment. • Begin to accept the consequences of their behavior. • Use materials purposefully, respectfully and safely. • Effectively manage transitions between activities. • Demonstrate progress in the capacity to express feelings, needs and opinions. 	<p>Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92, “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <ol style="list-style-type: none"> Follows classroom routines <ol style="list-style-type: none"> Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting Understands and follows classroom procedures without prompting Follows and understands the purpose of classroom procedures Follows classroom rules <ol style="list-style-type: none"> Follows classroom rules with reminders Understands and follows classroom rules without reminders Follows and understands reasons for classroom rules
<p>4. Interactions with Others: Children develop successful relationships with other members of their learning community.</p> <ul style="list-style-type: none"> • Play, work and interact easily with one or more children and adults. • Develop friendships with peers. • Demonstrate empathy and caring for others. • Develop ability to take turns in activities. • Begin to participate in resolving conflicts and disagreements with others. 	<p>Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <ol style="list-style-type: none"> Stands up for rights <ol style="list-style-type: none"> Physically or verbally asserts needs and desires Asserts own needs and desires verbally without being aggressive Takes action to avoid possible disputes over rights <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <ol style="list-style-type: none"> Plays well with other children <ol style="list-style-type: none"> Works/plays cooperatively with one other child Successfully enters a group and plays cooperatively Maintains an ongoing friendship with at least one other child Uses thinking skills to resolve conflicts <ol style="list-style-type: none"> Accepts compromise when suggested by peer or teacher Suggests a solution to solve a problem; seeks adult assistance when needed Engages in a process of negotiation to reach a compromise

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<p>5. Sense of Community: Children increasingly demonstrate a sense of belonging to the program, family and community.</p> <ul style="list-style-type: none"> • Begin to respect the rights of others. • Demonstrate a growing understanding and appreciation of the relationships, people and places that make up their communities. • Participate in the care of the learning environment • Demonstrate progress toward an understanding and valuing of similarities and differences among people. • Perceive the needs of others and demonstrate growing empathy. 	<p>Chapter 2: “Caring for the Classroom and Children’s Work,” pp. 73–75; “Creating a Classroom Community,” pp. 102–122</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><i>The Creative Curriculum Study Starters</i> “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ol style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ol style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want <p>12. Shares and respects the rights of others</p> <ol style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
<p>LANGUAGE DEVELOPMENT AND COMMUNICATION</p>		
<p>1. Play: Children engage in play as a means to develop their listening and expressive language skills.</p> <ul style="list-style-type: none"> • Develop and experiment with conversation during daily activities and interactions. • Represent stories and experiences through play. • Think and talk about play experiences. 	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “How ___ Promotes Language Development”</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ol style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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<p>2. Listening and Understanding: Children develop skills in listening and in understanding language.</p> <ul style="list-style-type: none"> • Listen and understand stories, songs and poems. • Listen and increasingly understand conversations and questions. • Follow directions that involve multiple steps. • Learn to wait and take turns during conversations. • Demonstrate progress in listening and understanding English while maintaining home language. 	<p>Chapter 1: “Language Development,” p. 22; “Second Language Learners,” pp. 38–41 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 2: “Adaptations for English Language Learners,” pp. 62–65 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90</p> <p>Scope and Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps</p> <p>41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details</p> <p>42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding</p>
<p>3. Speaking and Communicating: Children will use verbal and non-verbal language to express and communicate information.</p> <ul style="list-style-type: none"> • Communicate needs or thoughts through non-verbal gestures, actions, expressions and words. • Participate in communication around a topic. • Use more complex and longer sentences. • Communicate clearly enough to be understood by unfamiliar listeners. • Begin a conversation with other children and adults. • Understand an increasingly complex and varied vocabulary. 	<p>Chapter 1: “Language Development,” p. 22 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Talking With Children About Their Work,” p. 177 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope and Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 1: Guided Learning—Listening and Speaking</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>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</p> <p>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</p>

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LITERACY		
<p>1. Play: Children engage in play as a means to develop early reading and writing skills.</p> <ul style="list-style-type: none"> • Use symbols and forms of early writing to create more complex play. • Use writing tools and materials in all areas of the learning environment. • Create play ideas that come from favorite stories, poems and songs. 	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ol style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events <p>49. Understands the purpose of writing</p> <ol style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
<p>2. Early Writing: Children demonstrate an interest and ability to use symbols to represent words and ideas.</p> <ul style="list-style-type: none"> • Begin to print letters in own name. • Understand that writing carries a message. • Experiment with a variety of writing tools and materials. • Use scribbles, shapes, letter-like symbols and letters to write or represent words or ideas. • Begin to dictate ideas, sentences and stories. 	<p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119 Chapter 4: “Developmental Steps in Writing,” pp. 137–138</p> <p>Scope and Sequence for Language and Literacy</p> <p>Written Language: Writing “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285</p> <p>Activities Focused on Letters and Words: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <ol style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>50. Writes letters and words</p> <ol style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

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3. Early Reading: Children demonstrate an interest in:		
3A. Phonemic and Phonological Awareness <ul style="list-style-type: none"> • Show increasing ability to discriminate and identify the sounds of language. • Demonstrate growing awareness of the beginning sounds of words. • Show growing ability to hear and discriminate separate syllables in words. • Begin to associate sounds with written words. • Recognize and generate rhymes. 	<p>Chapter 3: “Phonological Awareness,” p. 128, 132; “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Library,” pp. 351–379, especially “Materials for Listening,” pp. 359; “Connecting Written Symbols With Sounds,” p. 366; “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21; “Letters and Words,” pp. 28–32</p> <p>Scope and Sequence for Language and Literacy</p> <p>Oral Language: Phonological Awareness</p> <p>“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</p> <p>Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>Appendix: “Phonological Awareness Observation Form,” p. 292</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <p>I. Plays with words, sounds, and rhymes</p> <p>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</p> <p>III. Hears and repeats separate sounds in words; plays with sounds to create new words</p>

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<p>3B. Book Knowledge and Appreciation</p> <ul style="list-style-type: none"> • Attempt to read or tell a story and guess what happens next. • Listen to and talk about a variety of types of literature. • Handle and care for books in a respectful manner. 	<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; “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “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: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Activities Focused on Knowledge of Print, and Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>Scope and Sequence for Language and Literacy</p> <p>Written Language: Reading</p> <p>“Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Comprehension,” p. 284</p> <p>Appendix: “Print and Book Concepts Observation Form,” p. 291</p> <p>The Creative Curriculum® Literacy Kits:</p> <p>Kit 2: Guided Learning—Reading and Writing</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ol style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>47. Uses emerging reading skills to make meaning from print</p> <ol style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print

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<p>3C. Comprehension</p> <ul style="list-style-type: none"> • Retell parts of a story with prompts. • Connect information to familiar experiences when being read a story. • Demonstrate understanding of the meaning of a story. 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Materials for Story Retelling,” p. 358; “Reading Books to Children,” pp. 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>Literacy: The Creative Curriculum® Approach</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; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Comprehension,” p. 284</p> <p>The Creative Curriculum® Literacy Kits:</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>

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<p>3D. Print Awareness and Concepts</p> <ul style="list-style-type: none"> • Explore and investigate books and other forms of print. • Understand that print carries a message. • Show an increasing awareness of how books are organized. • Recognize some letters and words captured in books and in the environment. • Recognize own name in print. • Show an increasing ability to recognize individual words in sentences. 	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10, especially “Skills for Engaging With Books,” pp. 365–366; “Understanding the Function and Value of Print,” p. 366; “Recognizing That Written Words Are Symbols,” p. 366; “Matching Words With the Printed Text,” p. 366; “Recognizing Printed Words,” p. 366</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Literacy Activities: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>Scope and Sequence for Language and Literacy</p> <p>Written Language: Reading</p> <p>“Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Alphabet and Word Knowledge,” p. 283</p> <p>Appendix: “Print and Book Concepts Observation Form,” p. 291</p> <p>The Creative Curriculum® Literacy Kits:</p> <p>Kit 2: Guided Learning—Reading and Writing</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read <p>47. Uses emerging reading skills to make meaning from print</p> <ul style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
<p>3E. Alphabet Knowledge</p> <ul style="list-style-type: none"> • Know the names of some letters and words. • Identify some letters in print. • Know the names of most letters in own name. 	<p>Chapter 3: “Letters and Words,” p. 129, 133</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Letters and Words,” pp. 28–32</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Alphabet and Word Knowledge,” p. 283</p> <p>Appendix: “Alphabet Knowledge Observation Form,” p. 290</p> <p>Activities Focused on Letters and Words: see “Activity Matrix,” p. 273, and Activities pp. 192–267</p> <p>The Creative Curriculum® Literacy Kit 2: Guided Learning—Reading and Writing</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections

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MATHEMATICS		
<p>1. Play: Children engage in play to develop their mathematical thinking and problem solving.</p> <ul style="list-style-type: none"> • Begin to make groups and match objects. • Use counting and number vocabulary as a part of play. • Experiment with patterns and shapes. • Explore measurement, number and quantity with various materials. • Collect and organize information and materials as a natural part of play. 	<p>Chapter 3: “Mathematics,” pp. 134–141; “Observing and Exploring,” “Connecting,” “Problem Solving,” “Organizing Information,” “Communicating and Representing,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “How ___ Promotes Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
<p>2. Numbers and Operations: Children show interest and curiosity in counting and grouping objects and numbers.</p> <ul style="list-style-type: none"> • Match, sort, put in a series and regroup objects according to one characteristic. • Begin to use numbers and counting as a means for solving problems, predicting and measuring quantity. • Use one-to-one correspondence in counting objects and matching groups of objects. • Begin to associate a number of objects with names and symbols for numbers. • Use words such as more than, less than and add/subtract to express some number concepts. 	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 4: “Mathematics Learning in Interest Areas,” pp. 109–167; see especially “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</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>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>33. Uses one-to-one correspondence</p> <ul style="list-style-type: none"> I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total

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<p>3. Geometry and Spatial Sense: Children show an interest in recognizing and creating shapes and an awareness of position in space.</p> <ul style="list-style-type: none"> Describe and name common shapes found in the natural environment. Use language to understand the arrangement, order and position of objects that are on top of, next to, on the bottom, underneath, beside and in front of other objects. Group objects according to their shape and size. 	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 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”</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 4: “Mathematics Learning in Interest Areas,” pp. 109–167; see especially “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 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</p> <p>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ol style="list-style-type: none"> Sorts objects by one property such as size, shape, color, or use Sorts a group of objects by one property and then by another Sorts objects into groups/subgroups and can state reason <p>32. Shows awareness of position in space</p> <ol style="list-style-type: none"> Shows comprehension of basic positional words and concepts Understands and uses positional words correctly Shows understanding that positional relationships vary with one’s perspective
<p>4. Patterns and Measurement: Children show an interest in recognizing and creating patterns, comparing and measuring time and quantity.</p> <ul style="list-style-type: none"> Group and name a number of similar objects into simple categories. Begin to understand that some events take place in the past, present or future. Begin to order, compare or describe objects according to size, length, height and weight using standard or non-standard forms of measurement. 	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Measurement,” pp. 137–138, 141 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>Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30; “Patterns (Algebra),” pp. 31–38 Chapter 4: “Mathematics Learning in Interest Areas,” pp. 109–167; see especially “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement and Patterns: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333 Scope of Instruction on Patterns (Algebra): pp. 334–335</p> <p>The Creative Curriculum® Math Kit 2: Patterns & Measurement</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ol style="list-style-type: none"> Notices similarities and differences Uses comparative words related to number, size, shape, texture, weight, color, speed, volume Understands/uses measurement words and some standard measurement tools <p>29. Arranges objects in a series</p> <ol style="list-style-type: none"> Notices when one object in a series is out of place Figures out a logical order for a group of objects Through trial and error, arranges objects along a continuum according to two or more physical features <p>30. Recognizes patterns and can repeat them</p> <ol style="list-style-type: none"> Notifies and recreates simple patterns with objects Extends patterns or creates simple patterns of own design Creates complex patterns of own design or by copying <p>31. Shows awareness of time concepts and sequence</p> <ol style="list-style-type: none"> Demonstrates understanding of the present and may refer to past and future Uses past and future tenses and time words appropriately Associates events with time-related concepts

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SCIENCE		
<p>1. Play: Children engage in play as a means to develop their scientific skills.</p> <ul style="list-style-type: none"> • Ask questions based upon discoveries made while playing. • Use play to discover, question and understand the natural and physical world. • Use scientific tools as props in their play. 	<p>Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162</p> <p>Chapter 11: “Discovery,” pp. 381–401, especially “Creating an Environment for Discovery,” pp. 384–390</p> <p>Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Science, Technology”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
<p>2. Scientific Knowledge: Children learn about the development of the natural and physical world.</p> <ul style="list-style-type: none"> • Collect, describe and learn to record information through discussion, drawings and charts. • Use tools and their senses to make observations, gather and record information and make predictions about what might happen. • Investigate changes in materials and cause and effect relationships. • Ask and pursue their questions through simple investigations 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Technology,” pp. 156–160; “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 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development;” “What Children Learn in the ___ Area: Science, Technology”</p> <p>The Creative Curriculum® Study Starters</p> <p>“Investigate the Topic”</p> <p>“Integrate Content Area Learning: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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<p>3. Scientific Skills and Methods: Children begin to use scientific tools and methods to learn about their world.</p> <ul style="list-style-type: none"> • Explore the natural processes of growing changing and adapting to the environment. • Make simple observations, predictions, explanations and generalizations based on real life experiences. • Explore time, temperature and cause-effect relationships based on everyday experiences. 	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Technology,” pp. 156–160; “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 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Science, Technology”</p> <p><i>The Creative Curriculum® Study Starters</i> “Investigate the Topic” See especially: <i>Boxes, Rocks, Ants, Flowers, Balls, Chairs & Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise</i></p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ol style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>26. Applies knowledge or experience to a new context</p> <ol style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
CREATIVITY		
<p>1. Play: Children engage in play as a means of self expression and creativity.</p> <ul style="list-style-type: none"> • Engage in spontaneous imaginative play using a variety of materials to dramatize stories and experiences. • Use movement, a variety of media and music while playing to represent stories, moods and experiences. • Use musical instruments and tools from various art forms as props in dramatic play. 	<p>Chapter 3: “The Arts,” pp. 152–155</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ol style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

<i>Rhode Island Early Learning Standards</i>	<i>The Creative Curriculum[®] for Preschool and Related Publications</i>	<i>Creative Curriculum[®] Goals, Objectives, and Developmental Steps</i>
<p>2. Creative Expression: Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy.</p> <ul style="list-style-type: none"> • Explore various roles in dramatic play through the use of props, language and fantasy roles with others. • Use movement and a variety of musical styles to express feelings and to understand and interpret experiences. • Participate in musical activities using a variety of materials for expression and representation. • Plan, work cooperatively and create drawings, paintings, sculptures and other art projects. • Demonstrate care and persistence when involved in art projects. 	<p>Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155; “Drama,” pp. 153–154, 155; “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
<p>3. Tools: Children use a variety of tools and art media to creatively express their ideas.</p> <ul style="list-style-type: none"> • Experiment with different tools to creatively express and present ideas. • Select and use a variety of tools to approach tasks. 	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts, Technology”</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
<p>4. Appreciation of the Arts: Children express interest in and begin to build a knowledge base in the arts.</p> <ul style="list-style-type: none"> • Begin to understand and develop a vocabulary to share opinions about artistic creations and experiences. • Enjoy participating in a variety of art experiences. • Appreciate and demonstrate respect for the work of others. • Begin to notice differences in the arts from a variety of cultures. 	<p>Chapter 3: “The Arts,” pp. 152–155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts, Technology”</p>	

<i>Rhode Island Early Learning Standards</i>	<i>The Creative Curriculum® for Preschool</i> and Related Publications	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
PHYSICAL HEALTH AND DEVELOPMENT		
<p>1. Play: Children engage in play as a means to understand healthy behavior and develop their physical bodies.</p> <ul style="list-style-type: none"> Participate in games, outdoor play and other forms of play that enhance physical fitness. Use their senses to explore materials and experience activities. Begin to use health and safety practices. Initiate activities that challenge their bodies in new ways. 	<p>Chapter 1: “Physical Development,” p. 20 Chapter 2: “Mealtimes,” pp. 89–91 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 16: “Outdoors,” pp. 493–522, especially “How Children Explore the Outdoors,” pp. 514–516, “Keeping Slides and Swings Safe,” p. 507, “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
<p>2. Gross Motor: Children increasingly move their bodies in ways that demonstrate control, balance and coordination.</p> <ul style="list-style-type: none"> Demonstrate increasing strength and stamina in movement activities. Demonstrate body and space awareness to move and stop with control over speed and direction. Develop coordination and balance with a variety of playground equipment. 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Development: Physical Development,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

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<p>3. Fine Motor: Children use their fingers and hands in ways that develop hand-eye coordination, strength, control and object manipulation.</p> <ul style="list-style-type: none"> • Demonstrate increasing strength and stamina to perform fine motor tasks. • Use hand-eye coordination to perform fine motor tasks with a variety of manipulative materials. • Show increased awareness and control of tools for various learning activities. 	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, and Cooking, and Computers Promote Physical Development,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <ol style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination <p>20. Coordinates eye-hand movement</p> <ol style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail <p>21. Uses tools for writing and drawing</p> <ol style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
<p>4. Healthy Habits: Children begin to understand how daily activity and healthy behavior promote overall personal health and safety.</p> <ul style="list-style-type: none"> • Demonstrate safety awareness when purposefully using materials. • Demonstrate the increasing ability to perform self-care skills independently when eating, dressing, toileting and washing hands. • Shows care for personal belongings. • Begin to understand that some foods have nutritional value. 	<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><i>The Creative Curriculum® Study Starters</i> See especially: <i>Exercise</i></p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ol style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ol style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
<p>5. Senses: Children increase their understanding of the use of their eyes, ears, fingers, nose and mouth and how the senses work together.</p> <ul style="list-style-type: none"> • Discriminate between a variety of sights, smells, sounds, textures and tastes. • Explore and learn to tolerate a wide variety of sensory input. • Combine and use different senses depending on the activity. 	<p>Foundation Chapter: “Piaget: Sensorimotor Development,” pp. 6–7 Chapter 2: “Mealtimes,” pp. 89–91 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469</p> <p><i>The Creative Curriculum® Study Starters</i> <i>Boxes, Rocks, Ants, Clothes, Flowers, Buildings, Balls, Chairs & Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise</i></p>	