

**Alignment of the *Utah Pre-Kindergarten Guidelines* 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 guides teachers in designing a preschool program in which children learn important skills and content and develop social competence. *The Creative 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 teachers how to guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System.

**The *Developmental Continuum*** has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective 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 also 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: *Water Pipes, Exercise, Wheels, Trash, Shadows, and Chairs*) 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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<i>Utah Pre-K Guidelines, Objectives, and Indicators</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>APPROACHES TO LEARNING</b>		
<b>Guideline I: The child displays an orientation to learning.</b>		
<p><b>Objective 1: Displays a sense of curiosity and willingness to try new things.</b></p> <p>a. Actively explores/experiments.  b. Seeks opportunities to participate in new activities.  c. Asks questions for further information.  d. Creates or suggests new activities.</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p> <p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>25. Explores cause and effect</p> <p>I. Notices and comments on effect</p> <p>II. Wonders “what will happen if” and tests out possibilities</p> <p>III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>Chapter 2: “Choice Time,” pp. 87–88  Chapter 3: “Process Skills,” pp. 161–162  Chapter 4: “Teacher-Directed Learning,” pp. 174–175; “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“What Children Want to Know,” p. 7  “Investigate the Topic,” p. 12  “Sample Investigations,” pp. 14–23</p>
<p><b>Objective 2: Demonstrates confidence in a range of abilities.</b></p> <p>a. Is aware of and believes in own abilities.  b. Attempts challenging activities.  c. Asks for help when needed.</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>23. Approaches problems flexibly</p> <p>I. Finds multiple uses for classroom objects</p> <p>II. Experiments with materials in new ways when first way doesn’t work</p> <p>III. Finds alternative solutions to problems</p>	<p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105  Chapter 3: “Process Skills,” pp. 161–162</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“Investigate the Topic,” p. 12  “Sample Investigations,” pp. 14–23</p>
<b>Guideline II: Child develops abilities and skills that promote learning.</b>		
<p><b>Objective 1: Persists in completing tasks.</b></p> <p>a. Attempts tasks until satisfied with results.  b. Ignores minor distractions.</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>24. Shows persistence in approaching tasks</p> <p>I. Sees simple tasks through to completion</p> <p>II. Continues to work on task even when encountering difficulties</p> <p>III. Works on task over time, leaving and returning to complete it</p>	<p>Chapter 2: “Choice Time,” pp. 87–88  Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“What Children Want to Know,” p. 7  “Investigate the Topic,” p. 12  “Sample Investigations,” pp. 14–23</p>

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<p><b>Objective 2: Works collaboratively with others.</b></p> <p>a. Shares materials.  b. Helps others.  c. Takes turns.  d. Follows rules.  e. Respects others and self.  f. Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>7. Respects and cares for classroom environment and materials</p> <p>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> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>12. Shares and respects the rights of others</p> <p>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>	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>
<p><b>Objective 3: Approaches tasks with organization.</b></p> <p>a. Makes plans and achieves goals.  b. Knows how to access resources.  c. Knows how to find an appropriate space to work or play.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options  II. Completes multiple tasks in a project of own choosing with some adult assistance  III. Carves out and completes own task without adult assistance</p>	<p>Chapter 2: “Choice Time,” pp. 87–88  Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p><b>The Creative Curriculum® Study Starters</b></p> <p>“Investigate the Topic,” p. 12  “Sample Investigations,” pp. 14–23  “Celebrate Learning,” p. 25</p>
<p><b>SOCIAL/EMOTIONAL</b></p>		
<p><b>Guideline I: The child develops self-awareness and positive self-esteem.</b></p>		
<p><b>Objective 1: Knows personal information.</b></p> <p>a. Knows first/last name and age.  b. Knows parents’/caregivers’ first names.  c. Knows friends’ names.</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>	<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</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>

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<p><b>Objective 2: Demonstrates awareness of abilities and preferences.</b></p> <p>a. Selects activities based on preferences. b. Volunteers to participate in activities. c. Asks others for help when needed.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p>	<p>Chapter 2: “Choice Time,” pp. 87–88; “Small-Group Time,” p. 86; “Large-Group Time,” pp. 84–85</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>
<p><b>Objective 3: Develops growing capacity for independence.</b></p> <p>a. Leaves parent or caregiver without undue anxiety. b. Selects own activities. c. Stays on task as appropriate to activity.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>1. Shows ability to adjust to new situations</p> <p>I. Treats arrival and departure as routine parts of the day</p> <p>II. Accepts changes in daily schedules and routines</p> <p>III. Functions with increasing independence in school</p>	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</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><b>Objective 4: Expresses self in different roles and mediums.</b></p> <p>a. Plays different roles in dramatic or free play. b. Accepts and is responsible for jobs or assignments. c. Expresses emotions and feelings through open-ended play, dance, visual arts, and music. d. Expresses feelings and emotions through language. e. Finds ways to share accomplishments with others.</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><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></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>	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74</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>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development”</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Integrate Content Area Learning: The Arts,” p. 11</p> <p>“Enhancements to Interest Areas: Dramatic Play,” p. 13</p> <p>“Enhancements to Interest Areas: Art,” p. 13</p> <p>“Sample Investigations,” pp. 14–23</p> <p>“Celebrate Learning,” p. 25</p>

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<b>Guideline II: The child develops social skills that promote positive interactions with others.</b>		
<b>Objective 1: Develops skills to interact cooperatively with others.</b>  a. Participates in learning activities. b. Contributes to discussions. c. Takes turns. d. Shares.	<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	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Individual Children”
<b>Objective 2: Participates in cooperative play.</b>  a. Follows agreed-upon rules. b. Joins in ongoing activities. c. Invites others to join in play.	<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	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”
<b>Objective 3: Employs positive social behaviors with peers and adults.</b>  a. Uses positive nonverbal gestures. b. Shows interest in others. c. Makes friends with peers. d. Forms positive relationships with adults.	<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 and those who may not  <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	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 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”

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<p><b>Objective 4: Develops self-control by regulating impulses and feelings.</b></p> <p>a. Follows established rules.  b. Understands and follows routines.  c. Modifies behavior for different environments.  d. Follows requests made by parent or teacher.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>8. Follows classroom routines</p> <p>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</p> <p>II. Understands and follows classroom procedures without prompting</p> <p>III. Follows and understands the purpose of classroom procedures</p> <p>9. Follows classroom rules</p> <p>I. Follows classroom rules with reminders</p> <p>II. Understands and follows classroom rules without reminders</p> <p>III. Follows and understands reasons for classroom rules</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Establishing a Structure for Each Day,” pp. 82–101, especially “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>
<p><b>Objective 5: Expresses emotions and feelings.</b></p> <p>a. Identifies own emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid).  b. Identifies feelings (e.g., thirsty, hungry, hot, cold, pain).  c. Demonstrates empathy.  d. Expresses needs and desires to others through appropriate communicative means (e.g., physical, verbal, signed, communicative device or system).</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>3. Recognizes own feelings and manages them appropriately</p> <p>I. Identifies and labels own feelings</p> <p>II. Is able to describe feelings and their causes</p> <p>III. Is increasingly able to manage own feelings</p>	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>

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<p><b>Objective 6: Develops skills to solve conflicts. With guidance, child:</b></p> <p>a. Is aware that others may have different feelings and emotions than his or her own.</p> <p>b. Responds appropriately to tone of voice, facial expressions, and gestures of others.</p> <p>c. Asserts rights by telling others how he/she feels.</p> <p>d. Finds ways to help others.</p> <p>e. Seeks out appropriate help when unable to find a solution.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>4. Stands up for rights</p> <p>I. Physically or verbally asserts needs and desires</p> <p>II. Asserts own needs and desires verbally without being aggressive</p> <p>III. Takes action to avoid possible disputes over rights</p> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <p>11. Recognizes the feelings of others and responds appropriately</p> <p>I. Is aware of other children’s feelings and often responds in a like manner</p> <p>II. Shows increasing awareness that people may have different feelings about the same situation</p> <p>III. Recognizes what another person might need or want</p> <p>13. Uses thinking skills to resolve conflicts</p> <p>I. Accepts compromise when suggested by peer or teacher</p> <p>II. Suggests a solution to solve a problem; seeks adult assistance when needed</p> <p>III. Engages in a process of negotiation to reach a compromise</p>	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>
<p><b>Objective 7: Respects others and their belongings.</b></p> <p>a. Asks permission to use things that belong to others.</p> <p>b. Uses materials purposefully, safely, and respectfully.</p> <p>c. Recognizes that others’ needs are important.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>7. Respects and cares for classroom environment and materials</p> <p>I. Uses materials in appropriate ways</p> <p>II. Puts away used materials before starting another activity</p> <p>III. Begins to take responsibility for care of the classroom environment</p>	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” pp. 252, 268</p> <p>Chapter 11: “Take-Aparts and Safety,” p. 390</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p>

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<b>LANGUAGE AND LITERACY</b>		
<b>Guideline I: The child develops an understanding of language for the purpose of effectively communicating through listening and viewing.</b>		
<p><b>Objective 1: Listens attentively and comprehends a variety of oral language forms.</b></p> <p>a. Listens to and follows directions or requests.</p> <p>b. Listens for different purposes.</p> <p>c. Responds appropriately to questions.</p> <p>d. Connects information and events with real-life experiences.</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>40. Understands and follows oral directions</p> <p style="padding-left: 20px;">I. Follows one-step directions</p> <p style="padding-left: 20px;">II. Follows two-step directions</p> <p style="padding-left: 20px;">III. Follows directions with more than two steps</p> <p>41. Answers questions</p> <p style="padding-left: 20px;">I. Answers simple questions with one or two words</p> <p style="padding-left: 20px;">II. Answers questions with a complete thought</p> <p style="padding-left: 20px;">III. Answers questions with details</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 4: “Teacher-Directed Learning,” pp. 174–175</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Oral Language: Vocabulary and Language</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p>

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<p><b>Objective 2: Develops language through viewing a wide variety of presentation forms.</b></p> <p>a. Describes details or descriptions of what has been seen.</p> <p>b. Predicts outcomes using pictures or other visuals.</p> <p>c. Connects what is seen with real-life experiences and events.</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></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>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379; especially “Interacting With Children in the Library Area,” pp. 370–375</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>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100, “Story Retelling,” pp. 101–108</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Written Language: Reading</p> <p>“Motivation for Reading,” p. 280</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts,” p. 282</p> <p>“Alphabet and Word Knowledge,” p. 283</p> <p>“Comprehension,” p. 284</p>

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<p><b>Guideline II: The child develops an understanding of language for the purpose of effectively communicating through speaking.</b></p>		
<p><b>Objective 1: Develops expressive language through speaking.</b></p> <p>a. Uses language to play or create.  b. Speaks in simple sentences of varying length.  c. Speaks clearly enough to be understood by adults.  d. Participates in conversations.</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></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>	<p>Chapter 1: “Second Language Learners,” pp. 38–41  Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132  Chapter 4: “Teaching Second Language Learners,” pp. 181–183  “Including All Children in the Library Area,” pp. 374–375; “Special Challenges in the Library Area,” p. 375  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> <p><b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Vocabulary and Language,” pp. 11–15  Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90  <b>Scope &amp; Sequence for Language and Literacy</b>  Oral Language: Vocabulary and Language  “Listening and Responding to Language,” p. 274  “Self-Expression,” p. 275</p>

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<p><b>Objective 2: Increases in vocabulary development.</b></p> <p>a. Connects new vocabulary with known words or experiences.</p> <p>b. Uses visual and verbal information to comprehend new words in stories and oral language.</p> <p>c. Understands descriptive words (e.g., color, size, shape).</p> <p>d. Transfers learned words to a new setting.</p> <p>e. Understands comparison words (e.g., little/big).</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>Chapter 1: “Second Language Learners,” pp. 38–41</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p> <p>Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374; “Including All Children in the Library Area,” pp. 374–375</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Oral Language: Vocabulary and Language</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p>
<p><b>Objective 3: Responds to and asks questions.</b></p> <p>a. Responds appropriately to directions and questions.</p> <p>b. Answers simple questions.</p> <p>c. Asks questions for clarification or to learn more.</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Oral Language: Vocabulary and Language</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p>

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<p><b>Guideline III: The child develops an understanding of how printed language works.</b></p>		
<p><b>Objective 1: The child demonstrates an understanding that print carries “the” message.</b></p> <p>a. Is aware of and can identify environmental print (e.g., logos, picture symbols).</p> <p>b. Is aware of different forms of print (e.g., magazines, posters, menus, computer keyboard).</p> <p>c. Engages with print.</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</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>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p><b>Literacy: The Creative Curriculum<sup>®</sup> Approach</b></p> <p>Chapter 1: “Letters and Words,” pp. 28–32</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Written Language: Reading</p> <p>“Motivation for Reading,” p. 280</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts,” p. 282</p> <p>“Alphabet and Word Knowledge,” p. 283</p> <p>“Comprehension,” p. 284</p>
<p><b>Objective 2: Develops alphabet knowledge</b></p> <p>a. Recognizes the difference between letters, numbers, and other symbols.</p> <p>b. Recognizes at least 10 letters, including those in own name.</p> <p>c. Understands that letters represent sounds.</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>46. Demonstrates knowledge of the alphabet</p> <p>I. Recognizes and identifies a few letters by name</p> <p>II. Recognizes and names many letters</p> <p>III. Beginning to make letter-sound connections</p>	<p>Chapter 3: “Letters and Words,” p. 129, 133</p> <p><b>Literacy: The Creative Curriculum<sup>®</sup> Approach</b></p> <p>Chapter 1: “Letters and Words,” pp. 28–32</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>“Alphabet and Word Knowledge,” p. 283</p>
<p><b>Objective 3: Demonstrates knowledge of elements of print within text.</b></p> <p>a. Recognizes that print is read from top to bottom and left to right.</p> <p>b. Holds books right side up.</p> <p>c. Understands that a book has a front and a back cover.</p> <p>d. Understands that illustrations help tell the story.</p> <p>e. Understands that a book has a title.</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>Chapter 1: “Second Language Learners,” pp. 38–41</p> <p>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366; “Including All Children in the Library Area,” pp. 374–375; “Special Challenges in the Library Area,” p. 375</p> <p><b>Literacy: The Creative Curriculum<sup>®</sup> Approach</b></p> <p>Chapter 1: “Letters and Words,” pp. 28–32</p> <p>Chapter 2: “Meeting the Needs of All Children,” pp. 58–65</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Written Language: Reading</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts,” p. 282</p> <p>“Comprehension,” p. 284</p>

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<b>Guideline IV: The child develops phonological and phonemic awareness.</b>		
<p><b>Objective 1: Demonstrates phonological awareness.</b></p> <p>a. Responds to the rhythm of spoken language.</p> <p>b. Is beginning to recognize word parts (syllables) in simple words.</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></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>	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132</p> <p>Chapter 10: “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>Oral Language: Phonological Awareness</p> <p>“Listening,” p. 276</p> <p>“Rhyming,” p. 276</p> <p>“Alliteration,” p. 277</p> <p>“Sentences and Words,” p. 278</p> <p>“Syllables,” p. 278</p> <p>“Onset and Rime,” p. 279</p> <p>“Phonemic Awareness,” p. 279</p>
<p><b>Objective 2: Develops phonemic awareness.</b></p> <p>a. Identifies the beginning sounds of familiar words (not letter name) especially in own name.</p> <p>b. Develops the concept of rhyme.</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></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>	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>Oral Language: Phonological Awareness</p> <p>“Listening,” p. 276</p> <p>“Rhyming,” p. 276</p> <p>“Alliteration,” p. 277</p> <p>“Sentences and Words,” p. 278</p> <p>“Syllables,” p. 278</p> <p>“Onset and Rime,” p. 279</p> <p>“Phonemic Awareness,” p. 279</p>

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<p><b>Guideline V: The child uses emergent writing for a variety of purposes and audiences.</b></p>		
<p><b>Objective 1: Understands that writing conveys meaning.</b></p> <p>a. Writes to express ideas, thoughts, and feelings using scribbles, approximations of letters, or known letters to represent written language.</p> <p>b. Reads own writing.</p> <p>c. Uses a variety of forms of writing such as notes, labels, letters, signs, and stories.</p> <p>d. Dictates stories, poems, and personal narratives.</p> <p>e. Knows that the meaning of print does not change.</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>49. Understands the purpose of writing</p> <p>I. Imitates act of writing in play</p> <p>II. Understands there is a way to write that conveys meaning</p> <p>III. Writes to convey meaning</p> <p>50. Writes letters and words</p> <p>I. Uses scribble writing and letter-like forms</p> <p>II. Writes recognizable letters, especially those in own name</p> <p>III. Uses letters that represent sounds in writing words</p>	<p>Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p><b>Literacy: The Creative Curriculum<sup>®</sup> Approach</b></p> <p>Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118</p> <p>Chapter 4: “Developmental Steps in Writing,” pp. 137–138</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Written Language: Writing</p> <p>“Purposes of Writing,” p. 285</p> <p>“Writing Mechanics,” p. 285</p>
<p><b>Objective 2: Uses a variety of resources to write.</b></p> <p>a. Uses a variety of writing tools.</p> <p>b. Uses environmental print as a model for drawing and writing.</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>49. Understands the purpose of writing</p> <p>I. Imitates act of writing in play</p> <p>II. Understands there is a way to write that conveys meaning</p> <p>III. Writes to convey meaning</p> <p>50. Writes letters and words</p> <p>I. Uses scribble writing and letter-like forms</p> <p>II. Writes recognizable letters, especially those in own name</p> <p>III. Uses letters that represent sounds in writing words</p>	<p>Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”</p> <p><b>Literacy: The Creative Curriculum<sup>®</sup> Approach</b></p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Letters and Words,” pp. 28–32</p> <p>Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118</p> <p>Chapter 4: “Developmental Steps in Writing,” pp. 137–138</p> <p><b>Scope &amp; Sequence for Language and Literacy</b></p> <p>Written Language: Writing</p> <p>“Purposes of Writing,” p. 285</p> <p>“Writing Mechanics,” p. 285</p>

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<b>MATHEMATICS</b>		
<b>Guideline I: The child will understand simple number concepts and operations.</b>		
<p><b>Objective 1: Develops counting skills.</b></p> <p>a. Recites numbers in order from 1-10 (rote counting).</p> <p>b. Counts objects in groups up to five.</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</p> <p>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p><b>Mathematics: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p> <p><b>Activities Focused on Number and Operations:</b> see Activity Matrix, p. 325</p> <p><b>Scope of Instruction on Number and Operations:</b> pp. 328–329</p>
<p><b>Objective 2: Uses whole numbers to create, match, and compare 1-5 objects.</b></p> <p>a. Creates groups of up to five objects.</p> <p>b. Matches equivalent sets of objects.</p> <p>c. Visually identifies or counts to determine which of two sets has more (1-5).</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>33. Uses one-to-one correspondence</p> <p>I. Matches pairs of objects in one-to-one correspondence</p> <p>II. Places objects in one-to-one correspondence with another set</p> <p>III. Uses one-to-one correspondence as a way to compare two sets</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</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><b>Mathematics: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p> <p><b>Activities Focused on Number and Operations:</b> see Activity Matrix, p. 325</p> <p><b>Scope of Instruction on Number and Operations:</b> pp. 328–329</p>

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<p><b>Guideline II: The child will identify and use patterns to represent mathematical situations.</b></p>		
<p><b>Objective 1: Identifies and sorts objects according to common attributes.</b></p> <p>a. Identifies attributes of objects. b. Sorts objects into groups.</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><b>Mathematics: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Data Analysis,” pp. 39–45</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Discovery Area,” pp. 138–142</p> <p><b>Activities Focused on Data Analysis:</b> see Activity Matrix, p. 325</p> <p><b>Scope of Instruction on Data Analysis:</b> pp. 336–337</p>
<p><b>Objective 2: Identifies and uses patterns.</b></p> <p>a. Identifies patterns in daily routines and environment. b. Participates in sequencing sounds, motions, or objects.</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p> <p>30. Recognizes patterns and can repeat them</p> <p>I. Notices and recreates simple patterns with objects</p> <p>II. Extends patterns or creates simple patterns of own design</p> <p>III. Creates complex patterns of own design or by copying</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><b>Mathematics: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Patterns (Algebra),” pp. 31–38</p> <p>Chapter 2: “Mathematical Process Skills,” pp. 47–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Music and Movement Area,” pp. 148–151</p> <p><b>Activities Focused on Patterns (Algebra):</b> see Activity Matrix, p. 325</p> <p><b>Scope of Instruction on Patterns (Algebra):</b> pp. 334–335</p>

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<p><b>Guideline III: The child will identify attributes of and create simple geometric shapes and describe spatial relationships.</b></p>		
<p><b>Objective 1: Creates and identifies simple geometric shapes.</b></p> <p>a. Identifies attributes of concrete 2-D and 3-D shapes.  b. Creates 2-D and 3-D shapes.  c. Recognizes that some shapes have specific names.</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>  27. Classifies objects  I. Sorts objects by one property such as size, shape, color, or use  II. Sorts a group of objects by one property and then by another  III. Sorts objects into groups/subgroups and can state reason</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141  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”  Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><b>Mathematics: The Creative Curriculum® Approach</b>  Chapter 1: “Geometry and Spatial Sense,” pp. 15–23  Chapter 2: “Mathematical Process Skills,” pp. 47–65  Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Art Area,” pp. 129–132  Appendix: “Geometry and Spatial Sense Observation Form,” p. 344  <b>Activities Focused on Geometry and Spatial Sense:</b> see Activity Matrix, p. 325  <b>Scope of Instruction on Geometry:</b> pp. 330–331</p>
<p><b>Objective 2: Develops simple spatial relationships.</b></p> <p>a. Manipulates objects to fit into appropriate spaces.  b. Manipulates shapes to create designs and change shapes and arrangements.  c. Describes paths, positions, and directions in the environment.</p>	<p><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</p>	<p>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”  Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><b>Mathematics: The Creative Curriculum® Approach</b>  Chapter 1: “Geometry and Spatial Sense,” pp. 15–23  Chapter 2: “Mathematical Process Skills,” pp. 47–65  Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Art Area,” pp. 129–132  Appendix: “Geometry and Spatial Sense Observation Form,” p. 344  <b>Activities Focused on Geometry and Spatial Sense:</b> see Activity Matrix, p. 325  <b>Scope of Instruction on Geometry:</b> pp. 330–331</p>

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<p><b>Guideline IV: The child will understand and use simple measurement words and tools to compare objects and collect data.</b></p>		
<p><b>Objective 1: Develops an awareness of time.</b></p> <p>a. Identifies morning and night.  b. Demonstrates understanding of “before” and “after.”  c. Understands that events have different durations.</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Chapter 2: “The Daily Schedule,” pp. 92–97  Chapter 3: “Measurement,” pp. 137–138, 141; “People and the Past,” p. 149, 151  Section in all Interest Area chapters: “What Children Learn in the _____ Area: Mathematics”</p> <p><b>Mathematics: The Creative Curriculum<sup>®</sup> Approach</b></p> <p>Chapter 1: “Measurement,” pp. 24–30  Chapter 2: “Mathematical Process Skills,” pp. 47–65  Chapter 3: “Integrating Mathematics Throughout the Day,” pp. 72–78  <b>Activities Focused on Measurement:</b> see Activity Matrix, p. 325  <b>Scope of Instruction on Measurement:</b> pp. 332–333</p>
<p><b>Objective 2: Uses techniques and tools for comparing objects.</b></p> <p>a. Uses measuring tools informally.  b. Compares objects informally, including those with significantly different common attributes (e.g., length, mass, capacity, temperature).</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 11: “Discovery,” pp. 381–401  Chapter 12: “Sand and Water,” pp. 403–421  Chapter 14: “Cooking,” pp. 443–469  Section in all Interest Area chapters: “What Children Learn in the _____ Area: Mathematics”</p> <p><b>Mathematics: The Creative Curriculum<sup>®</sup> Approach</b></p> <p>Chapter 1: “Measurement,” pp. 24–30  Chapter 2: “Mathematical Process Skills,” pp. 47–65  Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156  <b>Activities Focused on Measurement:</b> see Activity Matrix, p. 325  <b>Scope of Instruction on Measurement:</b> pp. 332–333</p>

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<p><b>Guideline V: The child will collect data, draw conclusions, and make predictions from data.</b></p>		
<p><b>Objective 1: Collects data.</b></p> <p>a. Uses objects and pictures to collect data. b. Creates graphs cooperatively with an adult and other children.</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>37. Makes and interprets representations</p> <p>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>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Data Analysis, pp. 39–45 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142 <b>Activities Focused on Data Analysis:</b> see Activity Matrix, p. 325 <b>Scope of Instruction on Data Analysis:</b> pp. 336–337</p>
<p><b>Objective 2: Draws conclusions and makes predictions from data with adult guidance.</b></p> <p>a. Counts and compares data to draw conclusions with adult guidance and questioning. b. Uses information to predict future events.</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 II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Data Analysis, pp. 39–45 Chapter 2: “Mathematical Process Skills,” pp. 47–65 Chapter 4: “Mathematics in the Discovery Area,” pp. 138–14 <b>Activities Focused on Data Analysis:</b> see Activity Matrix, p. 325 <b>Scope of Instruction on Data Analysis:</b> pp. 336–337</p>

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<b>PHYSICAL/HEALTH AND SAFETY</b>		
<b>Guideline I: The child develops fine and gross motor coordination (small and large muscle).</b>		
<p><b>Objective 1: Exhibits fine motor coordination (small muscle).</b></p> <p>a. Demonstrates dexterity and control needed to use everyday objects (e.g., can use wrist, hand, and fingers to turn objects such as screw lids; can use fingers to button and zip; coordinates finger and wrist movement to control scissors; can use a single finger to push a button; has a mature pincer grasp [thumb to index finger rasp] and is able to hold pencil and other writing/drawing tools).</p> <p>b. Demonstrates eye-hand coordination (e.g., can coordinate hands to pour from one object to another, can strike at a stationary object, coordinates arm and hand movements to create art).</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>19. Controls small muscles in hands</p> <p>I. Manipulates objects with hands</p> <p>II. Manipulates smaller objects with increasing control</p> <p>III. Manipulates a variety of objects requiring increased coordination</p> <p>20. Coordinates eye-hand movement</p> <p>I. Performs simple manipulations</p> <p>II. Performs simple manipulations with increasing control</p> <p>III. Manipulates materials in a purposeful way, planning and attending to detail</p> <p>21. Uses tools for writing and drawing</p> <p>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</p> <p>II. Makes several basic strokes or figures; draws some recognizable objects</p> <p>III. Copies and draws simple shapes, letters, and words including name</p>	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20</p> <p>Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472</p>

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<p><b>Objective 2: Exhibits gross motor coordination (large muscle).</b></p> <p>a. Demonstrates control and that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, jumps over low objects).</p> <p>b. Demonstrates coordination and balance in movements that do not move the child from one place to another (nonlocomotor; e.g., balances on one foot, moves body parts in isolation).</p> <p>c. Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheel toys).</p> <p>d. Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, dances).</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p style="padding-left: 20px;">I. Moves with direction and beginning coordination</p> <p style="padding-left: 20px;">II. Moves with direction and increasing coordination</p> <p style="padding-left: 20px;">III. Moves with direction and refined coordination</p> <p>15. Shows balance while moving</p> <p style="padding-left: 20px;">I. Attempts to walk along a line, stepping off occasionally</p> <p style="padding-left: 20px;">II. Walks along wide beam such as edge of sandbox</p> <p style="padding-left: 20px;">III. Walks forward easily, and backward with effort, along a wide beam</p> <p>16. Climbs up and down</p> <p style="padding-left: 20px;">I. Climbs a short, wide ladder</p> <p style="padding-left: 20px;">II. Climbs up and down stairs and ladders, and around obstacles</p> <p style="padding-left: 20px;">III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p style="padding-left: 20px;">I. Pedals in forward direction, steering around wide corners</p> <p style="padding-left: 20px;">II. Pedals and steers around obstacles and sharp corners</p> <p style="padding-left: 20px;">III. Rides with speed and control</p> <p>18. Demonstrates throwing, kicking, and catching skills</p> <p style="padding-left: 20px;">I. Throws, catches, and kicks objects with somewhat awkward movements</p> <p style="padding-left: 20px;">II. Throws, catches, and kicks with increasing control</p> <p style="padding-left: 20px;">III. Throws and kicks at target and catches with increasing accuracy</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20</p> <p>Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424</p> <p>Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
<p><b>Guideline II: The child develops an understanding of health and safety.</b></p>		
<p><b>Objective 1: Shows independence in personal care.</b></p> <p>a. Develops independence in personal hygiene.</p> <p>b. Develops independence in personal care.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>6. Takes responsibility for own well-being</p> <p style="padding-left: 20px;">I. Uses self-help skills with occasional reminders</p> <p style="padding-left: 20px;">II. Uses self-help skills and participates in chores without reminders</p> <p style="padding-left: 20px;">III. Understands the importance of self-help skills and their role in healthy living</p>	<p>Chapter 2: “Transition Times,” pp. 88–89; Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92</p>

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<p><b>Objective 2: Participates in self-selected or organized activities that enhance physical fitness.</b></p> <p>a. Plays outdoor games.  b. Uses outdoor equipment appropriately.  c. Participates in movement activities.  d. Eats foods from a variety of food groups.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 2: “Mealtimes,” pp. 89–91  Chapter 14: “Cooking,” pp. 443–469  Chapter 13: “Music and Movement,” pp. 423–441  Chapter 16: “Outdoors,” pp. 493–522</p>
<p><b>Objective 3: Practices safety procedures.</b></p> <p>a. Follows indoor safety rules.  b. Follows outdoor safety rules.</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—  Responsibility for Self and Others</b></p> <p>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</p>	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110  Chapter 11: “Take-Aparts and Safety,” p. 390  Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518</p>