

**Alignment of the *Washington State Early Learning and Development Benchmarks for Children 36–60 months*  
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***
- ***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, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

*The Developmental Continuum* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective 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.

*The Creative Curriculum Study Starters* (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*) 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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WA State Early Learning and Dev. Benchmarks & Goals	<i>The Creative Curriculum® Developmental Continuum for Ages 3–5</i>	<i>The Creative Curriculum® for Preschool</i>
<b>DOMAIN 1: PHYSICAL WELL-BEING, HEALTH, AND MOTOR DEVELOPMENT</b>		
<b>Motor Development</b>		
<b>Gross Motor Skills</b>		
<p>1 Children demonstrate strength and coordination of large muscles</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> <li>I. Moves with direction and beginning coordination</li> <li>II. Moves with direction and increasing coordination</li> <li>III. Moves with direction and refined coordination</li> </ul> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> <li>I. Attempts to walk along a line, stepping off occasionally</li> <li>II. Walks along wide beam such as edge of sandbox</li> <li>III. Walks forward easily, and backward with effort, along a wide beam</li> </ul> <p>16. Climbs up and down</p> <ul style="list-style-type: none"> <li>I. Climbs a short, wide ladder</li> <li>II. Climbs up and down stairs and ladders, and around obstacles</li> <li>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</li> </ul> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> <li>I. Pedals in forward direction, steering around wide corners</li> <li>II. Pedals and steers around obstacles and sharp corners</li> <li>III. Rides with speed and control</li> </ul> <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> <li>I. Throws, catches, and kicks objects with somewhat awkward movements</li> <li>II. Throws, catches, and kicks with increasing control</li> <li>III. Throws and kicks at target and catches with increasing accuracy</li> </ul>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20</p> <p>Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425</p> <p>Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Enhancements to Interest Areas: Music and Movement,” p. 13</p> <p>“Enhancements to Interest Areas: Outdoors,” p. 13</p>

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<p><b>2</b> Children demonstrate strength and coordination of small muscles</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> <li>I. Manipulates objects with hands</li> <li>II. Manipulates smaller objects with increasing control</li> <li>III. Manipulates a variety of objects requiring increased coordination</li> </ul> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> <li>I. Performs simple manipulations</li> <li>II. Performs simple manipulations with increasing control</li> <li>III. Manipulates materials in a purposeful way, planning and attending to detail</li> </ul> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul>	<p>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> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, Computers,” p. 13</p>
<p><b>Sensorimotor Skills</b></p>		
<p><b>3</b> Children use their senses (sight, hearing, smell, taste, and touch) to guide motions</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p> <p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>19. Controls small muscles in hands</p> <p>20. Coordinates eye-hand movement</p> <p>21. Uses tools for writing and drawing</p>	<p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“Enhancements to Interest Areas: Discovery, Sand and Water, Music and Movement, Outdoors,” p. 13</p>
<p><b>Physical Development</b></p>		
<p><b>Physical Fitness</b></p>		
<p><b>4</b> Children demonstrate the stamina and energy to participate in daily activities</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p>	<p>Chapter 2: “Transition Times,” pp. 88–89</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p> <p><b><i>The Creative Curriculum</i>® Study Starters</b></p> <p>“Enhancements to Interest Areas: Music and Movement, Outdoors,” p. 13</p>

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<b>5</b> Children engage in a variety of physical activities	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills	Chapter 2: “Transition Times,” pp. 88–89 Chapter 6: “Blocks,” pp. 243–269 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development” <b><i>The Creative Curriculum® Study Starters</i></b> “Enhancements to Interest Areas: Music and Movement, Outdoors,” p. 13
<b>Health and Personal Care</b>		
<b>Daily Living Skills</b>		
<b>6</b> Children practice basic personal care routines	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 6. Takes responsibility for own well-being 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	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92
<b>7</b> Children demonstrate personal health and hygiene skills	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 6. Takes responsibility for own well-being 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	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92
<b>Nutrition</b>		
<b>8</b> Children eat a variety of nutritious foods	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 6. Takes responsibility for own well-being 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	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469 <b><i>The Creative Curriculum® Study Starters</i></b> “Enhancements to Interest Areas: Cooking,” p. 13

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<b>Safety</b>		
<b>Safe Practices</b>		
<b>9</b> Children demonstrate knowledge about and avoid harmful objects and situations	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 9. Follows classroom rules <ul style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ul>	Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507
<b>Rules and Regulations</b>		
<b>10</b> Children demonstrate awareness and understanding of safety rules	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 9. Follows classroom rules <ul style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ul>	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507

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<b>DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>Social Development</b>		
<b>Interactions with Adults</b>		
11 Children trust and interact comfortably with familiar 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	Chapter 2: “Preparing for the First Few Days,” pp. 100–101 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105
12 Children seek assistance from adults when needed	<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	Chapter 2: “Preparing for the First Few Days,” pp. 100–101 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105
<b>Interactions with Peers</b>		
13 Children develop friendships with peers	<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 <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10
14 Children cooperate with peers	<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 <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10

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<b>15</b> Children demonstrate positive negotiation skills	<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 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise	Chapter 2: “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 <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10
<b>Adaptive Social Behavior</b>		
<b>16</b> Children demonstrate awareness of behavior and its effects	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	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><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10
<b>17</b> Children participate positively in group activities	<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: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Individual Children in the ___ Area” <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10
<b>18</b> Children adapt to diverse settings	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school	Chapter 2: “Preparing for the First Few Days,” pp. 100–101 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”
<b>19</b> Children demonstrate empathy for others and the natural world	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	Chapter 3: “People and the Environment,” p. 148, 151; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Science, Social Studies,” p. 10 See especially: <i>Ants, Flowers, Rocks, Trash &amp; Garbage</i>

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<b>Appreciating Diversity</b>		
<p><b>20</b> Children recognize, appreciate, and respect similarities and differences in people</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b>  11. Recognizes the feelings of others and responds appropriately  I. Is aware of other children’s feelings and often responds in a like manner  II. Shows increasing awareness that people may have different feelings about the same situation  III. Recognizes what another person might need or want</p>	<p>Chapter 1: “Individual Differences,” pp. 27–41  Chapter 2: “Creating a Classroom Community,” pp. 102–122  Chapter 5: “Appreciating Family Differences,” pp. 212–213  <b><i>The Creative Curriculum® Study Starters</i></b>  “Integrate Content Area Learning: Social Studies,” p. 10</p>
<b>Emotional Development</b>		
<b>Self-Concept</b>		
<p><b>21</b> Children perceive themselves as unique individuals</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b>  3. Recognizes own feelings and manages them appropriately  I. Identifies and labels own feelings  II. Is able to describe feelings and their causes  III. Is increasingly able to manage own feelings</p>	<p>Chapter 1: “Individual Differences,” pp. 27–41  Chapter 2: “Choice Time,” pp. 87–88  Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>
<p><b>22</b> Children demonstrate awareness of their abilities, characteristics, and preferences</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b>  5. Demonstrates self-direction and independence  I. Chooses and becomes involved in one activity out of several options  II. Completes multiple tasks in a project of own choosing with some adult assistance  III. Carves out and completes own task without adult assistance</p>	<p>Chapter 1: “Individual Differences,” pp. 27–41  Chapter 2: “Choice Time,” pp. 87–88  Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>
<b>Self-Efficacy</b>		
<p><b>23</b> Children demonstrate belief in their abilities</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b>  5. Demonstrates self-direction and independence  I. Chooses and becomes involved in one activity out of several options  II. Completes multiple tasks in a project of own choosing with some adult assistance  III. Carves out and completes own task without adult assistance</p>	<p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105  Chapter 4: “Child-Initiated Learning,” pp. 173–174</p>

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<p><b>Self-Control</b></p> <p><b>24</b> Children understand and follow rules and routines</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> <li>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</li> <li>II. Understands and follows classroom procedures without prompting</li> <li>III. Follows and understands the purpose of classroom procedures</li> </ul> <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ul>	<p>Chapter 2: “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110</p>
<p><b>25</b> Children regulate their feelings and impulses</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> <li>I. Identifies and labels own feelings</li> <li>II. Is able to describe feelings and their causes</li> <li>III. Is increasingly able to manage own feelings</li> </ul>	<p>Chapter 2: “Responding to Challenging Behavior,” pp. 116–122; “Helping Children to Regain Control,” pp. 121–122</p>
<p><b>Emotional Expression</b></p>		
<p><b>26</b> Children express appropriately a range of emotions</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <p>4. Stands up for rights</p> <ul style="list-style-type: none"> <li>I. Physically or verbally asserts needs and desires</li> <li>II. Asserts own needs and desires verbally without being aggressive</li> <li>III. Takes action to avoid possible disputes over rights</li> </ul>	<p>Chapter 2: “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p>

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<b>DOMAIN 3: APPROACHES TOWARD LEARNING</b>		
<b>Learning Approaches</b>		
<b>Curiosity and Interest</b>		
<b>27</b> Children are curious about and interested in learning new things and having new experiences	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” <b><i>The Creative Curriculum® Study Starters</i></b> “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7
<b>Initiative</b>		
<b>28</b> Children demonstrate initiative	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance	Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” <b><i>The Creative Curriculum® Study Starters</i></b> “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7
<b>Persistence and Attentiveness</b>		
<b>29</b> Children sustain attention to tasks and persist when facing challenges	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” <b><i>The Creative Curriculum® Study Starters</i></b> “Sample Investigations,” pp. 14–23
<b>Creativity and Inventiveness</b>		
<b>30</b> Children approach daily activities with creativity and inventiveness	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems	Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” <b><i>The Creative Curriculum® Study Starters</i></b> “Sample Investigations,” pp. 14–23

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<b>Reflection and Interpretation</b>		
31 Children learn from their experiences	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> <li>I. Draws on everyday experiences and applies this knowledge to similar situations</li> <li>II. Applies new information or vocabulary to an activity or interaction</li> <li>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area”  <b>The Creative Curriculum® Study Starters</b> “Sample Investigations,” pp. 14–23 “Celebrate Learning,” p. 25
<b>DOMAIN 4: COGNITION AND GENERAL KNOWLEDGE</b>		
<b>Logic and Reasoning</b>		
<b>Causation</b>		
32 Children demonstrate awareness of cause and effect	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect <ul style="list-style-type: none"> <li>I. Notices and comments on effect</li> <li>II. Wonders “what will happen if” and tests out possibilities</li> <li>III. Explains plans for testing cause and effect, and tries out ideas</li> </ul>	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”  <b>The Creative Curriculum® Study Starters</b> “Sample Investigations,” pp. 14–23 “Celebrate Learning,” p. 25
<b>Critical and Analytic Thinking</b>		
33 Children compare, contrast, examine, and evaluate experiences, tasks, and event	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development,” “Connecting ___ With Curriculum Objectives: Cognitive Development”  <b>The Creative Curriculum® Study Starters</b> “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Sample Investigations,” pp. 14–23

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<b>34</b> Children use past knowledge to build new knowledge	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” <b>The Creative Curriculum® Study Starters</b> “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Sample Investigations,” pp. 14–23
<b>Problem Solving</b>		
<b>35</b> Children find multiple solutions to questions, tasks, problems, and challenges	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” <b>The Creative Curriculum® Study Starters</b> “Sample Investigations,” pp. 14–23
<b>Representational Thought</b>		
<b>36</b> Children use symbols to represent objects	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	Chapter 7: “Dramatic Play,” pp. 271–293 <b>The Creative Curriculum® Study Starters</b> “Enhancements to Interest Areas: Dramatic Play,” p. 13
<b>37</b> Children distinguish between fantasy and reality	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 7: “Dramatic Play,” pp. 271–293 <b>The Creative Curriculum® Study Starters</b> “Enhancements to Interest Areas: Dramatic Play,” p. 13

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<b>Mathematics and Numeracy</b>		
<b>Numbers and Operations</b>		
<p><b>38</b> Children demonstrate knowledge of numbers and counting</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>33. Uses one-to-one correspondence</p> <ul style="list-style-type: none"> <li>I. Matches pairs of objects in one-to-one correspondence</li> <li>II. Places objects in one-to-one correspondence with another set</li> <li>III. Uses one-to-one correspondence as a way to compare two sets</li> </ul> <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>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)</li> <li>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</li> </ul>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140  Chapter 8: “Toys and Games,” pp. 295–315  Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b>  “Integrate Content Area Learning: Math,” pp. 10–11  “Enhancements to Interest Areas: Toys and Games,” p. 13</p>
<b>Measurement</b>		
<p><b>39</b> Children demonstrate knowledge of size, volume, height, weight, and length</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul>	<p>Chapter 3: “Measurement,” pp. 137–138, 141  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 11: “Discovery,” pp. 381–401  Chapter 12: “Sand and Water,” pp. 403–421  Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”</p> <p><b><i>The Creative Curriculum® Study Starters</i></b>  “Integrate Content Area Learning: Math,” pp. 10–11; “Blocks, Toys and Games, Discovery, Sand and Water” p. 13</p>
<b>Properties of Ordering</b>		
<p><b>40</b> Children identify and label shapes</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul>	<p>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 11: “Discovery,” pp. 381–401</p> <p><b><i>The Creative Curriculum® Study Starters</i></b>  “Enhancements to Interest Areas: Blocks, Toys and Games, Discovery,” p. 13</p>

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<b>41</b> Children sort, classify, and organize objects	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul> <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> <li>I. Notices when one object in a series is out of place</li> <li>II. Figures out a logical order for a group of objects</li> <li>III. Through trial and error, arranges objects along a continuum according to two or more physical features</li> </ul> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> <li>I. Notices and recreates simple patterns with objects</li> <li>II. Extends patterns or creates simple patterns of own design</li> <li>III. Creates complex patterns of own design or by copying</li> </ul>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Enhancements to Interest Areas: Blocks, Toys and Games, Discovery,” p. 13</p>
<b>Science</b>		
<b>Scientific Thinking</b>		
<b>42</b> Children collect information through observation and manipulation	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> <li>I. Notices and comments on effect</li> <li>II. Wonders “what will happen if” and tests out possibilities</li> <li>III. Explains plans for testing cause and effect, and tries out ideas</li> </ul>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Science,” pp. 142–145; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Enhancements to Interest Areas: Blocks, Toys and Games, Discovery, Sand and Water,” p. 13</p>
<b>43</b> Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> <li>I. Notices and comments on effect</li> <li>II. Wonders “what will happen if” and tests out possibilities</li> <li>III. Explains plans for testing cause and effect, and tries out ideas</li> </ul>	<p>Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “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 16: “Outdoors,” pp. 493–522</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Enhancements to Interest Areas: Discovery, Sand and Water, Outdoors,” p. 13</p> <p>See especially: <i>Ants, Flowers, Rocks, Trash &amp; Garbage</i></p>

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<b>Scientific Knowledge</b>		
44 Children observe and describe characteristics of living things	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science” <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 See especially: <i>Ants, Flowers, Exercise</i>
45 Children observe and describe characteristics of the earth	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science” <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery, Sand and Water, Outdoors,” p. 13 See especially: <i>Rocks, Trash &amp; Garbage</i>
<b>Social Studies</b>		
<b>History</b>		
46 Children differentiate between events that happen in the past, present, and future	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “People and the Past,” p. 149, 151 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies” <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 See especially: <i>Buildings, Wheels, Clothes, Chairs</i>
<b>Geography</b>		
47 Children demonstrate awareness of location and spatial relationships	<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	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269 Chapter 12: “Sand and Water,” pp. 403–421 <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 See especially: <i>Buildings, Water Pipes</i>

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<b>48</b> Children demonstrate knowledge of the relationship between people, places, and regions	<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	Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Buildings, Clothes</i>
<b>Economics</b>		
<b>49</b> Children demonstrate awareness of economic concepts	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13
<b>Ecology</b>		
<b>50</b> Children demonstrate awareness of the relationship between humans and the environment	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	Chapter 3: “People and the Environment,” p. 148, 151 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Discovery, Sand and Water, Outdoors,” p. 13 See especially: <i>Trash &amp; Garbage</i>
<b>Technology</b>		
<b>51</b> Children use technology appropriately	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72 Chapter 3: “Technology,” pp. 156–160 Chapter 9: “Including All Children in the Art Area,” p. 346 Chapter 10: “Including All Children in the Library Area,” pp. 374–375; “Listening to Tapes With Children,” p. 374 Chapter 15: “Computers,” pp. 471–491 <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Technology,” p. 11 “Enhancements to Interest Areas: Computers,” p. 13 See especially: <i>Wheels, Water Pipes</i>

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<b>Family, Community, and Culture</b>		
<b>Family</b>		
52 Children demonstrate awareness of family characteristics and functions	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul>	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293 <b>The Creative Curriculum</b> ® Study Starters “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Clothes, Exercise</i>
<b>Community</b>		
53 Children demonstrate awareness of their community, human interdependence, and social roles	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul>	Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <b>The Creative Curriculum</b> ® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13
54 Children demonstrate civic responsibility	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 8. Follows classroom routines <ul style="list-style-type: none"> <li>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</li> <li>II. Understands and follows classroom procedures without prompting</li> <li>III. Follows and understands the purpose of classroom procedures</li> </ul> 9. Follows classroom rules <ul style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ul>	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; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115 <b>The Creative Curriculum</b> ® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 See especially: <i>Trash &amp; Garbage</i>
<b>Culture</b>		
55 Children demonstrate awareness and appreciation of their own and others’ cultures	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> <li>I. Is aware of other children’s feelings and often responds in a like manner</li> <li>II. Shows increasing awareness that people may have different feelings about the same situation</li> <li>III. Recognizes what another person might need or want</li> </ul>	Chapter 5: “Appreciating Family Differences,” pp. 212–213; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226 Chapter 9: “Holiday Art,” p. 348 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <b>The Creative Curriculum</b> ® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 See especially: <i>Clothes, Buildings</i>

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<b>Creative Arts</b>		
<b>Expression and Representation</b>		
<b>56</b> Children use creative arts to express and represent what they know, think, believe, or feel	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ul>	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 <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play, Art, Music and Movement,” p. 13
<b>Understanding and Appreciation</b>		
<b>57</b> Children demonstrate understanding and appreciation of creative arts	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “The Arts,” pp. 152–155 Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344 Chapter 13: “Music and Movement,” pp. 423–441 <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play, Art, Music and Movement,” p. 13

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<b>DOMAIN 5: LANGUAGE, COMMUNICATION, AND LITERACY</b>		
<b>Language</b>		
<b>Vocabulary</b>		
<p><b>58</b> Children use receptive vocabulary</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  40. Understands and follows oral directions  I. Follows one-step directions  II. Follows two-step directions  III. Follows directions with more than two steps</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86  Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133  Chapter 4: “Teacher-Directed Learning,” pp. 174–175  Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”  <b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38  Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78  <b>Scope and Sequence for Language and Literacy</b>  “Self-Expression,” p. 275</p>
<p><b>59</b> Children use expressive vocabulary</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  39. Expresses self using words and expanded sentences  I. Uses simple sentences (3–4 words) to express wants and needs  II. Uses longer sentences (5–6 words) to communicate  III. Uses more complex sentences to express ideas and feelings</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86  Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132  Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175  Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”  <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  <b>Scope and Sequence for Language and Literacy</b>  “Self-Expression,” p. 275</p>

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<b>Grammar and Syntax</b>		
<p><b>60</b> Children demonstrate progression in grammar and syntax</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> <li>I. Uses simple sentences (3–4 words) to express wants and needs</li> <li>II. Uses longer sentences (5–6 words) to communicate</li> <li>III. Uses more complex sentences to express ideas and feelings</li> </ul> <p>42. Asks questions</p> <ul style="list-style-type: none"> <li>I. Asks simple questions</li> <li>II. Asks questions to further understanding</li> <li>III. Asks increasingly complex questions to further own understanding</li> </ul>	<p>Chapter 1: “Language Development,” p. 22</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</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: “Observing, Responding to, and 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</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Self-Expression,” p. 275</p>
<b>Comprehension</b>		
<p><b>61</b> Children demonstrate comprehension and meaning in language</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>41. Answers questions</p> <ul style="list-style-type: none"> <li>I. Answers simple questions with one or two words</li> <li>II. Answers questions with a complete thought</li> <li>III. Answers questions with details</li> </ul> <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ul>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</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: “Comprehension,” pp. 33–38</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Listening and Responding to Language,” p. 274</p>
<b>Expressive/Oral Language</b>		
<p><b>62</b> Children use language for a variety of purposes</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> <li>I. Uses simple sentences (3–4 words) to express wants and needs</li> <li>II. Uses longer sentences (5–6 words) to communicate</li> <li>III. Uses more complex sentences to express ideas and feelings</li> </ul>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Comprehension,” pp. 33–38</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Listening and Responding to Language,” p. 274</p>

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<b>Communication</b>		
<b>Listening</b>		
<p><b>63</b> Children demonstrate an understanding of language by listening</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  43. Actively participates in conversations  I. Responds to comments and questions from others  II. Responds to others’ comments in a series of exchanges  III. Initiates and/or extends conversations for at least four exchanges</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133  Chapter 10: “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374  Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”  <b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Comprehension,” pp. 33–38  <b>Scope and Sequence for Language and Literacy</b>  “Listening and Responding to Language,” p. 274</p>
<b>Oral and Written Communication</b>		
<p><b>64</b> Children communicate effectively</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  39. Expresses self using words and expanded sentences  I. Uses simple sentences (3–4 words) to express wants and needs  II. Uses longer sentences (5–6 words) to communicate  III. Uses more complex sentences to express ideas and feelings  <b>LANGUAGE DEVELOPMENT—Reading and Writing</b>  50. Writes letters and words  I. Uses scribble writing and letter-like forms  II. Writes recognizable letters, especially those in own name  III. Uses letters that represent sounds in writing words</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133; Chapter 3: “Letters and Words,” p. 129, 133  Chapter 10: “Developmental Steps in Writing,” pp. 367–369; Chapter 10: “Promoting Children’s Writing,” p. 374  <b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Vocabulary and Language,” pp. 11–15; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38  Chapter 3: “Writing,” pp. 109–119  Chapter 4: “Developmental Steps in Writing,” pp. 137–138  <b>Scope and Sequence for Language and Literacy</b>  “Listening and Responding to Language,” p. 274  “Self-Expression,” p. 275  “Purposes of Writing,” p. 285</p>

WA State Early Learning and Dev. Benchmarks & Goals	<i>The Creative Curriculum® Developmental Continuum for Ages 3–5</i>	<i>The Creative Curriculum® for Preschool</i>
<b>Conventions of Social Communication</b>		
<p><b>65</b> Children understand and use the conventions of social communication</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  43. Actively participates in conversations  I. Responds to comments and questions from others  II. Responds to others’ comments in a series of exchanges  III. Initiates and/or extends conversations for at least four exchanges</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133  Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”  Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”  <b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Comprehension,” pp. 33–38  Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78  <b>Scope and Sequence for Language and Literacy</b>  “Listening and Responding to Language,” p. 274  “Self-Expression,” p. 275</p>
<b>Literacy Reading</b>		
<p><b>66</b> Children demonstrate phonological awareness</p>	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  38. Hears and discriminates the sounds of language  I. Plays with words, sounds, and rhymes  II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way  III. Hears and repeats separate sounds in words; plays with sounds to create new words</p>	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132  Chapter 10: “Literacy: Phonological Awareness,” p. 362  <b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Phonological Awareness,” pp. 16–21  <b>Scope and Sequence for Language and Literacy</b>  “Oral Language: Phonological Awareness,” pp. 276–279</p>
<p><b>67</b> Children demonstrate knowledge of the alphabetic principle</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b>  46. Demonstrates knowledge of the alphabet  I. Recognizes and identifies a few letters by name  II. Recognizes and names many letters  III. Beginning to make letter-sound connections</p>	<p>Chapter 3: “Letters and Words,” p. 129, 133  Chapter 10: “Skills for Engaging With Books,” pp. 365–366  <b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Letters and Words,” pp. 28–32  <b>Scope and Sequence for Language and Literacy</b>  “Alphabet and Word Knowledge,” p. 283</p>
<p><b>68</b> Children demonstrate awareness of print concepts</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b>  45. Demonstrates understanding of print concepts  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>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132  Chapter 10: “Skills for Engaging With Books,” pp. 365–366  <b>Literacy: The Creative Curriculum® Approach</b>  Chapter 1: “Knowledge of Print,” pp. 22–27  <b>Scope and Sequence for Language and Literacy</b>  “Print Concepts,” p. 282</p>

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<p><b>69</b> Children demonstrate comprehension of printed material</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>47. Uses emerging reading skills to make meaning from print</p> <ul style="list-style-type: none"> <li>I. Uses illustrations to guess what the text says</li> <li>II. Makes judgments about words and text by noticing features (other than letters or words)</li> <li>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</li> </ul> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373</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; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Motivation for Reading,” p. 280; “Comprehension,” p. 284</p>
<p><b>70</b> Children demonstrate awareness that written materials can be used for a variety of purposes</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> <li>I. Knows that print carries the message</li> <li>II. Shows general knowledge of how print works</li> <li>III. Knows each spoken word can be written down and read</li> </ul>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Motivation for Reading,” p. 280</p>
<p><b>71</b> Children demonstrate appreciation and enjoyment of reading</p>	<p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ul> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373</p> <p><b>Literacy: The Creative Curriculum® Approach</b></p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p><b>Scope and Sequence for Language and Literacy</b></p> <p>“Motivation for Reading,” p. 280</p>

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<b>Writing</b>		
72 Children demonstrate alphabetic knowledge	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections	Chapter 3: “Letters and Words,” p. 129, 133 <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Letters and Words,” pp. 28–32 <b>Scope and Sequence for Language and Literacy</b> “Alphabet and Word Knowledge,” p. 283
73 Children use writing skills and demonstrate knowledge of writing conventions	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 3: “Letters and Words,” p. 129, 133; “Technology,” pp. 156–160 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340 Chapter 10: “How the Library Area Promotes Development: Language Development,” p. 351, p. 353; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 Chapter 15: “Computers,” pp. 471–491 <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119 Chapter 4: “Developmental Steps in Writing,” pp. 137–138; “Literacy in the Computer Area,” pp. 181–185 <b>Scope and Sequence for Language and Literacy</b> “Writing Mechanics,” p. 285
74 Children use writing for a variety of purposes	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 3: “Letters and Words,” p. 129, 133; “Technology,” pp. 156–160 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340 Chapter 10: “How the Library Area Promotes Development: Language Development,” p. 351, p. 353; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 Chapter 15: “Computers,” pp. 471–491 <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119 Chapter 4: “Developmental Steps in Writing,” pp. 137–138; “Literacy in the Computer Area,” pp. 181–185 <b>Scope and Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285

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<b>English Language Learners</b>		
<b>Dual Language Acquisition</b>		
<p><b>75</b> Children demonstrate competency in home language while acquiring beginning proficiency in English</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41            Chapter 4: “Teaching Second Language Learners,” pp. 181–183  <b>Literacy: <i>The Creative Curriculum® Approach</i></b>            Chapter 2: “Adaptations for English Language Learners,” pp. 62–65  <b>Scope and Sequence for Language and Literacy</b>            “Listening and Responding to Language,” p. 274            “Self-Expression,” p. 275</p>