

East Newark Public School



PRESCHOOL CREATIVE CURRICULUM

Adopted: August 2022

The Creative Curriculum® for Preschool:

The philosophy of The Creative Curriculum® is that young children learn best by doing and through creative interactions. This curriculum is based on the foundation of child development theories which supports that children learn through active exploration of their environment. Through different activities within the environment, learning is happening through hands on exploration and creativity. The Creative Curriculum focuses on fostering independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment. Curriculum, goals focus on these areas of: Social/Emotional, Cognitive, Physical and Language, Motor skills, Academic Learning, and Adaptive skills.

Lessons are based on discussions and student- driven activities. Hands-on activities are meant to show connections to real-life applications, and to promote critical thinking and problem-solving skills. Students who meet criteria for ESL will also receive appropriate accommodations based upon their ESL level. Students receiving Special Education services will receive modifications and accommodations to information and assessments as indicated in their Individual Education Plan.

Equity Statement:

East Newark Public School District does not discriminate based on race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity based on the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Best Practices:

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to, providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning

NJ Preschool Teaching and Learning Standards:

<https://www.nj.gov/education/ece/guide/standards.pdf>

In 2014, the NJDOE developed the Preschool Learning Standards for Teaching and Learning. The preschool standards are intended to support the needs of all young children in a high-quality preschool program. Along with optimal teaching practices, these standards provide for the following content areas: Social/Emotional Development, Visual and Performing Arts, Health, Safety, and Physical Education, English Language Arts, Approaches to Learning, Mathematics, Science, Social Studies, Family, and Life Skills, World Languages, Technology.

To meet the unique needs our students, The East Newark School District has selected the Creative Curriculum along with Teaching Strategies GOLD for its preschool program. Alignment to the preschool standards can be found through the following links:

Alignment of the Creative Curriculum with NJ Preschool Teaching and Learning Standards

https://teachingstrategies.com/wp-content/uploads/2017/03/NJ-CC-Alignment-Preschool-Teach-Learn-Standards_2015.pdf

Alignment of Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten with NJ Preschool Teaching and Learning Standards

<https://teachingstrategies.com/wp-content/uploads/2017/03/NJ-GOLD-Alignment-PS-2014.pdf>

The Creative Curriculum® for Preschool

Scope and Sequence for 3- to 4-Year-Olds

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Preschool* and the sequence in which they are introduced. When you use the complete curriculum (including *Intentional Teaching Cards™*, *Mighty Minutes®*, *Book Discussion Cards™*, *Book Conversation Cards™*, *LearningGames®*, *Highlights High Five Bilingüe™*, and *Teaching Guides*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

All the resources in *The Creative Curriculum® for Preschool* are rooted in the 38 research-based objectives described in *Volume 6: Objectives for Development & Learning, Birth Through Third Grade*. Most objectives include progressions that show the typical sequence of milestones that children will reach along the path to mastery. Although the path is predictable, we recognize that young children’s development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping.

Within the progressions, colored bands indicate widely held expectations for development and learning at different ages and classes/grades. Understanding children’s unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are.

You can use this chart as a starting point for most children in your class and then adjust according to the individual strengths and needs identified by your observations and assessment findings. This chart will help you plan experiences thoughtfully and intentionally based on each child’s current levels of development and learning.

Area of Development and Learning: Social–Emotional

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	

Self-regulation

- Begins to comfort self by seeking out special object or person
- Accepts redirection from adult
- Begins to demonstrate confidence in meeting own East Newark Public School needs

- Comforts self by seeking out special object or person
- Begins to manage classroom rules, routines, and transitions with occasional reminders
- Demonstrates confidence in meeting own needs

- Is able to look at a situation differently or delay gratification
- Manages classroom rules, routines, and transitions with occasional reminders
- Begins to take responsibility for own well-being

- *Social-Emotional Intentional Teaching Cards™*: SE01, SE03–SE07
- *Mighty Minutes®*: 25
- *LearningGames®*: 150
- *Book Discussion Cards™*
- *The Creative Curriculum® for Preschool: Beginning the Year*

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Positive relationships	<ul style="list-style-type: none"> •Manages separations without distress and engages with trusted adults •Begins to demonstrate concern about the feelings of others •Begins to use successful strategies for entering groups •Begins to play with one or two preferred playmates 	<ul style="list-style-type: none"> •Manages separations without distress and engages with trusted adults •Demonstrates concern about the feelings of others •Uses successful strategies for entering groups •Plays with one or two preferred playmates 	<ul style="list-style-type: none"> •Begins to engage with trusted adults as resources and to share mutual interests •Begins to identify basic emotional reactions of others and their causes accurately •Uses successful strategies for entering groups •Begins to establish a special friendship with one other child, but the friendship might only last a short while 	<ul style="list-style-type: none"> •Social–Emotional <i>Intentional Teaching Cards™</i>: SE04–SE08, SE10–SE11, SE13–SE14 •<i>Mighty Minutes®</i>: 78 •<i>LearningGames®</i>: 110, 150 •<i>Book Discussion Cards™</i> Social–Emotional questions •<i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation</i>, Chapter 1; Chapter 4
Group participation	<ul style="list-style-type: none"> •Begins to take turns •Seeks adult help to resolve social problems 	<ul style="list-style-type: none"> •Takes turns •Begins to suggest solutions to social problems 	<ul style="list-style-type: none"> •Takes turns •Suggests solutions to social problems 	<ul style="list-style-type: none"> •Social–Emotional <i>Intentional Teaching Cards™</i>: SE02–SE03, SE07–SE09, SE21, SE24–SE25 •<i>Mighty Minutes®</i>: 01–15, 20–25 •<i>LearningGames®</i>: 150 •<i>Book Discussion Cards™</i> Social–Emotional questions •<i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Traveling skills	<ul style="list-style-type: none"> •Begins to move purposefully from place to place with control 	<ul style="list-style-type: none"> •Moves purposefully from place to place with control 	<ul style="list-style-type: none"> •Moves purposefully from place to place with control 	<ul style="list-style-type: none"> •Physical <i>Intentional Teaching Cards™</i>: P12, P14, P22– P23, P33 •<i>Mighty Minutes®</i>: 05 •<i>LearningGames®</i>: 144 •Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation, Chapter 1; Volume 2: Interest Areas</i>
Balancing skills	<ul style="list-style-type: none"> •Begins to sustain balance during simple movement experiences 	<ul style="list-style-type: none"> •Sustains balance during simple movement experiences 	<ul style="list-style-type: none"> •Begins to sustain balance during complex movement experiences 	<ul style="list-style-type: none"> •Physical <i>Intentional Teaching Cards™</i>: P10–P11, P16– P17, P20–P21, P24, P33 •<i>Mighty Minutes®</i>: 09–10, 12–15, 17, 28, 30 •<i>LearningGames®</i>: 124, 144 •Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation, Chapter 1; Volume 2: Interest Areas</i>
Gross-motor manipulative skills	<ul style="list-style-type: none"> •Begins to manipulate balls or similar objects with flexible body movements 	<ul style="list-style-type: none"> •Manipulates balls or similar objects with flexible body movements 	<ul style="list-style-type: none"> •Manipulates balls or similar objects with flexible body movements 	<ul style="list-style-type: none"> •Physical <i>Intentional Teaching Cards™</i>: P04–P07, P09, P15, P18–P19, P26, P28 •<i>Mighty Minutes®</i>: 05, 10, 20 •<i>LearningGames®</i>: 124, 138, 144, 183 •Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation, Chapter 1; Volume 2: Interest Areas</i>
Fine-motor skills	<ul style="list-style-type: none"> •Begins to use refined wrist and finger movements •Begins to grip drawing and writing tools with whole hand but may use whole-arm movements to make marks 	<ul style="list-style-type: none"> •Uses refined wrist and finger movements •Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks 	<ul style="list-style-type: none"> •Begins to use small, precise finger and hand movements •Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end 	<ul style="list-style-type: none"> •Physical <i>Intentional Teaching Cards™</i>: P01–P03, P08, P30–P32 •<i>Mighty Minutes®</i>: 44 •<i>LearningGames®</i>: 104, 144, 167, 187, 195 •Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation, Chapter 1; Volume 2: Interest Areas</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Listening to and understanding language	<ul style="list-style-type: none"> • Begins to respond appropriately to specific vocabulary and simple statements, questions, and stories • Follows simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Responds appropriately to specific vocabulary and simple statements, questions, and stories • Follows directions of two or more steps that relate to familiar objects and experiences 	<ul style="list-style-type: none"> • Responds appropriately to specific vocabulary and simple statements, questions, and stories • Begins to follow detailed, instructional, multistep directions 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Card™</i>: LL55 • <i>Mighty Minutes®</i>: 03, 13, 69, 73, 86 • <i>LearningGames®</i>: 187 • <i>Teaching Strategies® Children’s Book Collection Book Discussion Cards™</i> • Discussions in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; Chapter 4; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>
Expressive language	<ul style="list-style-type: none"> • Begins to describe and tell the use of many familiar items • Begins to be understood by most people; may mispronounce new, long, or unusual words • Begins to use three- or four-word sentences; may omit words or use some words incorrectly • Begins to tell simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end 	<ul style="list-style-type: none"> • Describes and tells the use of many familiar items • Is understood by most people; may mispronounce new, long, or unusual words • Begins to use complete four- to six-word sentences • Begins to tell stories about other times and places that have a logical order and that include major details 	<ul style="list-style-type: none"> • Describes and tells the use of many familiar items • Is understood by most people; may mispronounce new, long, or unusual words • Uses complete four- to six-word sentences • Tells stories about other times and places that have a logical order and that include major details 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL08, LL18, LL27, LL43, LL45, LL53–LL54, LL61 • <i>Mighty Minutes®</i>: 10, 19, 43, 49, 76 • <i>LearningGames®</i>: 159, 194, 200 • <i>Teaching Strategies® Children’s Book Collection Book Discussion Cards™</i> • Discussions in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; Chapter 4; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>

Area of Development and Learning:
Language

Conversational and other communication skills

- Begins to engage in conversations of at least three exchanges
- Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

- Engages in conversations of at least three exchanges
- Begins to use acceptable language and basic social rules while communicating with others; may need reminders

- Engages in conversations of at least three exchanges
- Uses acceptable language and basic social rules while communicating with others; may need reminders

- Language and Literacy *Intentional Teaching Cards™*: LL06, LL43, LL46, LL47, LL53, LL54, LL62
- *Mighty Minutes®*: 03, 11, 16, 18, 64
- *LearningGames®*: 107, 115, 120, 149, 159, 175, 200
- *Teaching Strategies® Children's Book Collection*
- *Book Discussion Cards™*
- Discussions in *The Creative Curriculum® for Preschool Teaching Guides*
- *The Creative Curriculum® for Preschool, Volume 1: The Foundation*, Chapter 1; Chapter 3; Chapter 4; *Volume 2: Interest Areas*; *Volume 3: Literacy*

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Approaches to learning	<ul style="list-style-type: none"> •Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments •Practices an activity many times until successful •Observes and imitates how other people solve problems; asks for a solution and uses it •Explores and investigates ways to make something happen •Begins to use creativity and imagination during play and routine tasks 	<ul style="list-style-type: none"> •Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments •Practices an activity many times until successful •Begins to solve problems without having to try every possibility •Begins to show eagerness to learn about a variety of topics and ideas •Begins to change plans if a better idea is thought of or proposed 	<ul style="list-style-type: none"> •Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions •Begins to plan and pursue a variety of appropriately challenging tasks •Solves problems without having to try every possibility •Shows eagerness to learn about a variety of topics and ideas •Changes plans if a better idea is thought of or proposed 	<ul style="list-style-type: none"> •<i>Intentional Teaching Cards™</i>: LL01, LL61, M07, M44, SE05, SE14, P02, P33 •<i>Mighty Minutes®</i>: 02, 31, 66, 68, 84, 88, 93 •<i>LearningGames®</i>: 104, 110, 111, 144, 150, 152 •<i>Teaching Strategies® Children’s Book Collection Book Discussion Cards™</i> •<i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Remembering and connecting experiences	<ul style="list-style-type: none"> •Recalls familiar people, places, objects, and actions from the past; recalls one or two items removed from view •Remembers the sequence of personal routines and experiences with teacher support 	<ul style="list-style-type: none"> •Begins to tell about experiences in order, provides details and evaluates the experience; recalls three or four items removed from view •Begins to draw on everyday experiences and applies this knowledge to a similar situation 	<ul style="list-style-type: none"> •Tells about experiences in order, provides details and evaluates the experience; recalls three or four items removed from view •Draws on everyday experiences and applies this knowledge to a similar situation 	<ul style="list-style-type: none"> •<i>Intentional Teaching Cards™</i>: LL08, LL18, M60, SE02, SE18, P30–P31 •<i>Mighty Minutes®</i>: 18, 23, 46, 61 •<i>LearningGames®</i>: 167 •<i>Teaching Strategies® Children’s Book Collection Book Discussion Cards™</i> •<i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Classification	<ul style="list-style-type: none"> • Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> • Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> • Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL03, LL53, M03, M05, SE02, SE09, P32 • <i>Mighty Minutes®</i>: 01, 06, 13, 18, 26, 78 • <i>LearningGames®</i>: 149, 195 • <i>Teaching Strategies® Children’s Book Collection . Book Discussion Cards™</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Symbolic thinking and representation	<ul style="list-style-type: none"> • Begins to draw or construct, and then identifies what it is • Begins to act out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> • Draws or constructs, and then identifies what it is • Acts out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> • Draws or constructs, and then identifies what it is • Acts out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL22, LL53, M06, M22, SE14, SE21, P11, P23 • <i>Mighty Minutes®</i>: 01, 16, 34, 39, 66, 83 • <i>LearningGames®</i>: 110, 115, 144, 149, 195 • <i>Teaching Strategies® Children’s Book Collection . Book Discussion Cards™</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Phonological awareness	<ul style="list-style-type: none"> Begins to fill in the missing rhyming word; generate rhyming words spontaneously Sings songs and recite rhymes and refrain with repeating initial sounds 	<ul style="list-style-type: none"> Fills in the missing rhyming word; generate rhyming words spontaneously Sings songs and recite rhymes and refrain with repeating initial sounds Begins to show awareness of separate words in sentences 	<ul style="list-style-type: none"> Fills in the missing rhyming word; generate rhyming words spontaneously Begins to show awareness that some words begin the same way Begins to show awareness of separate syllables in words 	<ul style="list-style-type: none"> <i>Intentional Teaching Cards™</i>: LL10–LL12, LL14, LL16, LL19, LL44, LL52 <i>Mighty Minutes®</i>: 17, 24, 29, 33, 40, 44, 58-60, 79–81, 84-85, 96, 100 <i>LearningGames®</i>: 194, 199 <i>Teaching Strategies® Children’s Book Collection</i> <i>Book Discussion Cards®</i> <i>The Creative Curriculum® for Preschool Teaching Guides</i> <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Alphabet knowledge	<ul style="list-style-type: none"> Recognizes and names a few letters in own name 	<ul style="list-style-type: none"> Begins to recognize and name as many as 10 letters, especially those in own name Begins to identify the sounds of a few letters 	<ul style="list-style-type: none"> Recognizes and names as many as 10 letters, especially those in own name Identifies the sounds of a few letters 	<ul style="list-style-type: none"> <i>Intentional Teaching Cards™</i>: LL02–LL03, LL13, LL15, LL23, LL30, LL40, LL56 <i>Mighty Minutes®</i>: 09, 47, 57, 77, 83, 92, 98 <i>LearningGames®</i>: 107, 149, 200 <i>Teaching Strategies® Children’s Book Collection</i> <i>Book Discussion Cards™</i> <i>The Creative Curriculum® for Preschool Teaching Guides</i> <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Print concepts	<ul style="list-style-type: none"> Begins to orient book correctly; turn pages from the front of book to the back; recognize familiar books by their covers Shows understanding that text is meaningful and can be read 	<ul style="list-style-type: none"> Orients book correctly; turn pages from the front of book to the back; recognize familiar books by their covers Shows understanding that text is meaningful and can be read 	<ul style="list-style-type: none"> Begins to know some features of a book; connects specific books to authors Begins to indicate where to start reading and the direction to follow 	<ul style="list-style-type: none"> <i>Intentional Teaching Cards™</i>: LL01–LL02, LL22–LL25, LL30–LL31, LL49–LL50 <i>Mighty Minutes®</i>: 37, 47, 55, 69, 75, 87, 92 <i>LearningGames®</i>: 107, 120, 149, 152, 167, 187, 200 <i>Teaching Strategies® Children’s Book Collection</i> <i>Book Discussion Cards™</i> <i>The Creative Curriculum® for Preschool Teaching Guides</i> <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Area of Development and Learning:
Literacy

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Comprehension	<ul style="list-style-type: none"> •Contributes particular language from the book at the appropriate time •Pretends to read a familiar book, treating each page as a separate unit; name and describe what is on each page, using picture as cues •Retells some events or information from a familiar story or other text with close adult prompting 	<ul style="list-style-type: none"> •Begins to ask and answer questions about the text; refer to the picture •Pretends to read a familiar book, treating each page as a separate unit; name and describe what is on each page, using picture as cues •Begins to retell familiar stories and recounts details from a nonfiction text using pictures or props as prompts 	<ul style="list-style-type: none"> •Asks and answers questions about the text; refer to the picture •Begins to pretend to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult •Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts 	<ul style="list-style-type: none"> •<i>Intentional Teaching Cards™</i>: LL06, LL09, LL33, LL62 •<i>Mighty Minutes®</i>: 90 •<i>LearningGames®</i>: 115, 120, 167 •<i>Teaching Strategies® Children’s Book Collection</i> •<i>Book Discussion Cards™</i> •<i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Writing	<ul style="list-style-type: none"> •Make controlled linear scribbles •Uses drawing, dictation, and controlled linear scribbles to convey a message 	<ul style="list-style-type: none"> •Writes mock letters or letter-like forms •Uses drawing, dictation, and mock letters or letter forms to convey a message 	<ul style="list-style-type: none"> •Writes letter strings •Uses drawing, dictation, and letter strings to convey a message 	<ul style="list-style-type: none"> •<i>Intentional Teaching Cards™</i>: LL13, LL32, LL39–LL40, LL45, LL57–LL60, LL63 •<i>Mighty Minutes®</i>: 09, 83 •<i>LearningGames®</i>: 107, 149, 152, 200 •<i>Teaching Strategies® Children’s Book Collection</i> •<i>Book Discussion Cards™</i> •<i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Progressions of Development and Learning—Sample Indicators

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Number concepts	<ul style="list-style-type: none"> • Begins to verbally count to 10; counts up to five objects • Begins to recognize and name the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Recognizes and names a few numerals 	<ul style="list-style-type: none"> • Verbally counts to 10; counts up to five objects accurately, using one number name for each object • Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Begins to identify numerals to 5 by name and connects each to counted objects 	<ul style="list-style-type: none"> • Begins to verbally count to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting • Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Identifies numerals to 5 by name and connects each to counted objects 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M22, M37, M39, M41, M59, M61, M63, M66 • <i>Mighty Minutes®</i>: 07, 15, 28, 42, 53, 82, 89 • <i>LearningGames®</i>: 111, 115, 167, 187, 195 • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Number concepts	<ul style="list-style-type: none"> • Begins to verbally count to 10; counts up to five objects • Begins to recognize and name the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Recognizes and names a few numerals 	<ul style="list-style-type: none"> • Verbally counts to 10; counts up to five objects accurately, using one number name for each object • Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Begins to identify numerals to 5 by name and connects each to counted objects 	<ul style="list-style-type: none"> • Begins to verbally count to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting • Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Identifies numerals to 5 by name and connects each to counted objects 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M22, M37, M39, M41, M59, M61, M63, M66 • <i>Mighty Minutes®</i>: 07, 15, 28, 42, 53, 82, 89 • <i>LearningGames®</i>: 111, 115, 167, 187, 195 • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Measurement	<ul style="list-style-type: none"> Makes simple comparisons between two objects 	<ul style="list-style-type: none"> Begins to compare and order a small set of objects as appropriate according to size, length, weight, area, or volume Begins to know usual sequence of basic daily events Begins to know a few ordinal numbers 	<ul style="list-style-type: none"> Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume Knows usual sequence of basic daily events Knows a few ordinal numbers 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M02, M12, M24–M29, M31–M34, M43–M44, M53, M70–M76 <i>Mighty Minutes®</i>: 02, 19, 49, 75, 76 <i>LearningGames®</i>: 111, 124, 167, 187 <i>Teaching Strategies® Children’s Book Collection</i> <i>The Creative Curriculum® for Preschool Teaching Guides</i> <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Patterns	<ul style="list-style-type: none"> Begins to copy simple repeating patterns 	<ul style="list-style-type: none"> Copies simple repeating patterns 	<ul style="list-style-type: none"> Copies simple repeating patterns 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards™</i>: M14, M35, M38, M40, M45 <i>Mighty Minutes®</i>: 26, 36, 65, 75 <i>LearningGames®</i>: 135, 137, 144, 192 <i>Teaching Strategies® Children’s Book Collection</i> <i>Book Discussion Cards™</i> <i>The Creative Curriculum® for Preschool Teaching Guides</i> <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

The Creative Curriculum® for Preschool

Scope and Sequence for 4- to 5-Year-Olds

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Preschool* and the sequence in which they are introduced. When you use the complete curriculum (including *Intentional Teaching Cards™*, *Mighty Minutes®*, *Book Discussion Cards™*, *Book Conversation Cards™*, *LearningGames®*, *Highlights High Five Bilingüe™*, and *Teaching Guides*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

All the resources in *The Creative Curriculum® for Preschool* are rooted in the 38 research-based objectives described in *Volume 6: Objectives for Development & Learning, Birth Through Third Grade*. Most objectives include progressions that show the typical sequence of milestones that children will reach along the path to mastery.

Although the path is predictable, we recognize that young children’s development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping.

Within the progressions, colored bands indicate widely held expectations for development and learning at different ages and classes/grades. Understanding children’s unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are.

You can use this chart as a starting point for most children in your class and then adjust according to the individual strengths and needs identified by your observations and assessment findings. This chart will help you plan experiences thoughtfully and intentionally based on each child’s current levels of development and learning.

Area of Development and Learning: Social–Emotional

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Self-regulation	<ul style="list-style-type: none"> • Begins to be able to look at a situation differently or delay gratification • Begins to manage classroom rules, routines, and transitions with occasional reminders • Demonstrates confidence in meeting own needs 	<ul style="list-style-type: none"> • Is able to look at a situation differently or delay gratification • Manages classroom rules, routines, and transitions with occasional reminders • Begins to take responsibility for own well-being 	<ul style="list-style-type: none"> • Begins to control strong emotions in an appropriate manner most of the time • Begins to apply basic rules in new but similar situations • Takes responsibility for own well-being 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE01, SE03–SE07 • <i>Mighty Minutes®</i>: 25 • <i>LearningGames®</i>: 150 • <i>Book Discussion Cards™</i> Social–Emotional questions • <i>The Creative Curriculum® for Preschool: Beginning the Year</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Positive relationships	<ul style="list-style-type: none"> • Begins to engage with trusted adults as resources and to share mutual interests • Begins to identify basic emotional reactions of others and their causes accurately • Uses successful strategies for entering groups • Begins to establish a special friendship with one other child, but the friendship might only last a short while 	<ul style="list-style-type: none"> • Engages with trusted adults as resources and to share mutual interests • Identifies basic emotional reactions of others and their causes accurately • Begins to initiate, join in, and sustain positive interactions with a small group of two to three children • Establishes a special friendship with one other child, but the friendship might only last a short while 	<ul style="list-style-type: none"> • Engages with trusted adults as resources and to share mutual interests • Identifies basic emotional reactions of others and their causes accurately • Initiates, joins in, and sustains positive interactions with a small group of two to three children • Establishes a special friendship with one other child, but the friendship might only last a short while 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE04–SE08, SE10–SE11, SE13–SE14 • <i>Mighty Minutes®</i>: 78 • <i>LearningGames®</i>: 110, 150 • <i>Book Discussion Cards™</i> Social–Emotional questions • <i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation</i>, Chapter 1; Chapter 4
Group participation	<ul style="list-style-type: none"> • Takes turns • Begins to suggest solutions to social problems 	<ul style="list-style-type: none"> • Begins to initiate the sharing of materials in the classroom and outdoors • Suggests solutions to social problems 	<ul style="list-style-type: none"> • Initiates the sharing of materials in the classroom and outdoors • Begins to resolve social problems through basic negotiation and compromise 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE02–SE03, SE07–SE09, SE21, SE24, SE25 • <i>Mighty Minutes®</i>: 01–15, 20–25 • <i>LearningGames®</i>: 150 • <i>Book Discussion Cards™</i> Social–Emotional questions • <i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Traveling skills	<ul style="list-style-type: none"> • Moves purposefully from place to place with control 	<ul style="list-style-type: none"> • Begins to coordinate increasingly complex movements in play and games 	<ul style="list-style-type: none"> • Coordinates increasingly complex movements in play and games 	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P12, P14, P22– P23, P33 • <i>Mighty Minutes®</i>: 05 • <i>LearningGames®</i>: 144 • Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Interest Areas</i>
Balancing skills	<ul style="list-style-type: none"> • Sustains balance during simple movement experiences 	<ul style="list-style-type: none"> • Begins to sustain balance during complex movement experiences 	<ul style="list-style-type: none"> • Sustains balance during complex movement experiences 	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P10–P11, P16– P17, P20–P21, P24, P33 • <i>Mighty Minutes®</i>: 09–10, 12–15, 17, 28, 30 • <i>LearningGames®</i>: 124, 144 • Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Interest Areas</i>
Gross-motor manipulative skills	<ul style="list-style-type: none"> • Manipulates balls or similar objects with flexible body movements 	<ul style="list-style-type: none"> • Begins to manipulate balls or similar objects with a full range of motion 	<ul style="list-style-type: none"> • Manipulates balls or similar objects with a full range of motion 	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P04–P07, P09, P15, P18–P19, P26, P28 • <i>Mighty Minutes®</i>: 05, 10, 20 • <i>LearningGames®</i>: 124, 138, 144, 183 • Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool: Beginning the Year ; Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Interest Areas</i>
Fine-motor skills	<ul style="list-style-type: none"> • Uses refined wrist and finger movements • Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end 	<ul style="list-style-type: none"> • Begins to use small, precise finger and hand movements • Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end 	<ul style="list-style-type: none"> • Uses small, precise finger and hand movements • Begins using three-point finger grip and efficient hand placement when writing and drawing 	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P01–P03, P08, P30–P32 • <i>Mighty Minutes®</i>: 44 • <i>LearningGames®</i>: 104, 144, 167, 187, 195 • Movement experiences in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool: Beginning the Year; Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Interest Areas</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Listening to and understanding language	<ul style="list-style-type: none"> • Responds appropriately to specific vocabulary and simple statements, questions, and stories • Begins to follow directions of two or more steps that relate to familiar objects and experiences 	<ul style="list-style-type: none"> • Responds appropriately to specific vocabulary and simple statements, questions, and stories • Begins to follow detailed, instructional, multistep directions 	<ul style="list-style-type: none"> • Begins to respond appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offer opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs • Follows detailed, instructional, multistep directions 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL55 • <i>Mighty Minutes®</i>: 03, 13, 69, 73, 86 • <i>LearningGames®</i>: 187 • <i>Teaching Strategies® Children’s Book Collection</i> • <i>Book Discussion Cards™</i> • Discussions in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; Chapter 4; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>
Expressive language	<ul style="list-style-type: none"> • Begins to describe and tell the use of many familiar items • Is understood by most people; may mispronounce new, long, or unusual words • Begins to use complete four- to six-word sentences • Begins to tell stories about other times and places that have a logical order and that include major details 	<ul style="list-style-type: none"> • Describes and tells the use of many familiar items • Is understood by most people; may mispronounce new, long, or unusual words • Uses complete four- to six-word sentences • Begins to tell elaborate stories that refer to other times and places 	<ul style="list-style-type: none"> • Begins to incorporate new, less familiar, or technical words in everyday conversations; correctly uses new meanings for familiar words • Begins to pronounce multisyllabic or unusual words correctly; speaks audibly • Begins to use long, complex sentences and follows most grammatical rules; uses common verbs and nouns • Tells elaborate stories that refer to other times and places 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL08, LL18, LL27, LL43, LL45, LL53–LL54, LL61 • <i>Mighty Minutes®</i>: 10, 19, 43, 49, 76 • <i>LearningGames®</i>: 159, 194, 200 • <i>Teaching Strategies® Children’s Book Collection</i> • <i>Book Discussion Cards™</i> • Discussions in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; Chapter 4; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>
Conversational and other communication skills	<ul style="list-style-type: none"> • Engages in conversations of at least three exchanges • Begins to use acceptable language and basic social rules while communicating with others; may need reminders 	<ul style="list-style-type: none"> • Engages in conversations of at least three exchanges • Uses acceptable language and basic social rules while communicating with others; may need reminders 	<ul style="list-style-type: none"> • Begins to engage in complex, lengthy conversations of five or more exchanges • Begins to use acceptable language and basic social rules during communication with others 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL06, LL43, LL46, LL47, LL53, LL54, LL62 • <i>Mighty Minutes®</i>: 03, 11, 16, 18, 64 • <i>LearningGames®</i>: 107, 115, 120, 149, 159, 175, 200 • <i>Teaching Strategies® Children’s Book Collection</i> • <i>Book Discussion Cards™</i> • Discussions in <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; Chapter 4; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Approaches to learning	<ul style="list-style-type: none"> • Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions • Begins to plan and pursue a variety of appropriately challenging tasks • Begins to solve problems without having to try every possibility • Begins to show eagerness to learn about a variety of topics and ideas • Uses creativity and imagination during play and routine tasks 	<ul style="list-style-type: none"> • Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions • Plans and pursues a variety of appropriately challenging tasks • Solves problems without having to try every possibility • Shows eagerness to learn about a variety of topics and ideas • Changes plans if a better idea is thought of or proposed 	<ul style="list-style-type: none"> • Begins to sustain attention to tasks or projects over time; can return to activities after interruptions • Plans and pursues a variety of appropriately challenging tasks • Begins to think problems through, considering several possibilities and analyzing results • Begins to use a variety of resources to find answers to questions; participates in grade-appropriate research projects • Begins to think through possible long-term solutions and takes on more abstract challenges 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL01, LL61, M07, M44, SE05, SE14, P02, P33 • <i>Mighty Minutes®</i>: 02, 31, 66, 68, 84, 88, 93 • <i>LearningGames®</i>: 104, 110, 111, 144, 150, 152 • <i>Teaching Strategies® Children’s Book Collection . Book Discussion Cards™</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies & the Arts</i>
Remembering and connecting experiences	<ul style="list-style-type: none"> • Begins to tell about experiences in order, provides details and evaluates the experience; recalls three or four items removed from view • Begins to draw on everyday experiences and applies this knowledge to a similar situation 	<ul style="list-style-type: none"> • Tells about experiences in order, provides details and evaluates the experience; recalls three or four items removed from view • Draws on everyday experiences and applies this knowledge to a similar situation 	<ul style="list-style-type: none"> • Begins to use a few deliberate strategies to remember information • Begins to generate a rule, strategy, or idea from one learning experience and applies it in a new context 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL08, LL18, M60, SE02, SE18, P30, P31 • <i>Mighty Minutes®</i>: 18, 23, 46, 61 • <i>LearningGames®</i>: 167 • <i>Teaching Strategies® Children’s Book Collection . Book Discussion Cards™</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies & the Arts</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Classification	<ul style="list-style-type: none"> Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> Begins to group objects by one characteristic; then regroups them using a different characteristic and indicates the reason 	<ul style="list-style-type: none"> Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 	<ul style="list-style-type: none"> <i>Intentional Teaching Cards™</i>: LL03, LL53, M03, M05, SE02, SE09, P32 <i>Mighty Minutes®</i>: 01, 06, 13, 18, 26, 78 <i>LearningGames®</i>: 149, 195 <i>Teaching Strategies® Children’s Book Collection</i> <i>Book Discussion Cards™</i> <i>The Creative Curriculum® for Preschool Teaching Guides</i> <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Symbolic thinking and representation	<ul style="list-style-type: none"> Draws or constructs, and then identifies what it is Acts out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> Begins to plan and then use drawings, constructions, movements, and dramatizations to represent ideas Begins to interact with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustain play scenario for up to 10 minutes 	<ul style="list-style-type: none"> Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 	<ul style="list-style-type: none"> <i>Intentional Teaching Cards™</i>: LL22, LL53, M06, M22, SE14, SE21, P11, P23 <i>Mighty Minutes®</i>: 01, 16, 34, 39, 66, 83 <i>LearningGames®</i>: 110, 115, 144, 149, 195 <i>Teaching Strategies® Children’s Book Collection</i> <i>Book Discussion Cards™</i> <i>The Creative Curriculum® for Preschool Teaching Guides</i> <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Phonological awareness	<ul style="list-style-type: none"> •Fills in the missing rhyming word; generate rhyming words spontaneously •Begins to show awareness that some words begin the same way •Shows awareness of separate words in sentences 	<ul style="list-style-type: none"> •Begins to decide whether two words rhyme •Begins to match beginning sounds of some words •Begins to show awareness of separate syllables in words •Begins to show understanding that a specific sequence of letters represents a spoken word 	<ul style="list-style-type: none"> •Decides whether two words rhyme •Matches beginning sounds of some words •Begins to verbally blend and separate onset and rime in one-syllable words •Shows understanding that a specific sequence of letters represents a spoken word 	<ul style="list-style-type: none"> •<i>Intentional Teaching Cards™</i>: LL10–LL12, LL14, LL16, LL19, LL44, LL52 •<i>Mighty Minutes®</i>: 17, 24, 29, 33, 40, 44, 58–60, 79–81, 84–85, 96, 100 •<i>LearningGames®</i>: 194, 199 •<i>Teaching Strategies® Children’s Book Collection . Book Discussion Cards™</i> •<i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Alphabet knowledge	<ul style="list-style-type: none"> •Recognizes and names a few letters in own name •Identifies the sounds of a few letters 	<ul style="list-style-type: none"> •Begins to recognize and name as many as 10 letters, especially those in own name •Begins to produce the correct sounds for 10-20 letters 	<ul style="list-style-type: none"> •Begins to identify and name 11-20 upper- and 11- 20 lowercase letters when presented in random order •Begins to produce at least one correct sound for each letter in the alphabet 	<ul style="list-style-type: none"> •<i>Intentional Teaching Cards™</i>: LL02, LL03, LL13, LL15, LL23, LL30, LL40, LL56 •<i>Mighty Minutes®</i>: 09, 47, 57, 77, 83, 92, 98 •<i>LearningGames®</i>: 107, 149, 200 •<i>Teaching Strategies® Children’s Book Collection . Book Discussion Cards™</i> •<i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Print concepts	<ul style="list-style-type: none"> •Orients book correctly; turns pages from the front of book to the back; recognizes familiar books by their covers •Begins to indicate where to start reading and the direction to follow 	<ul style="list-style-type: none"> •Begins to know some features of a book; connects specific books to authors •Begins to show awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation 	<ul style="list-style-type: none"> •Begins to use various types of books for their intended purposes •Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation 	<ul style="list-style-type: none"> •<i>Intentional Teaching Cards™</i>: LL01, LL02, LL22–LL25, LL30–LL31, LL49, LL50 •<i>Mighty Minutes®</i>: 37, 47, 55, 69, 75, 87, 92 •<i>LearningGames®</i>: 107, 120, 149, 152, 167, 187, 200 •<i>Teaching Strategies® Children’s Book Collection . Book Discussion Cards™</i> •<i>The Creative Curriculum® for Preschool Teaching Guides</i> •<i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Area of Development and Learning:
Literacy

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Comprehension	<ul style="list-style-type: none"> • Begins to ask and answer questions about the text; refer to the picture • Begins to pretend to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult • Retells some events or information from a familiar story or other text with close adult prompting 	<ul style="list-style-type: none"> • Begins to identify story-related problems, events, and resolutions during conversations with an adult • Begins to pretend to read, reciting language that closely matches the text on each page and using reading-like intonation • Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts 	<ul style="list-style-type: none"> • Identifies story-related problems, events, and resolutions during conversations with an adult • Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation • Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL06, LL09, LL33, LL62 • <i>Mighty Minutes®</i>: 90 • <i>LearningGames®</i>: 115, 120, 167 • <i>Teaching Strategies® Children’s Book Collection</i> • <i>Book Discussion Cards™</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Writing	<ul style="list-style-type: none"> • Writes mock letters or letter-like forms • Uses drawing, dictation, and mock letters or letter forms to convey a message 	<ul style="list-style-type: none"> • Writes letter strings • Uses drawing, dictation, and letter strings to convey a message 	<ul style="list-style-type: none"> • Begins to write accurate first name • Uses drawing, dictation, and early invented spelling to convey a message 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL13, LL32, LL39, LL40, LL45, LL57–LL60, LL63 • <i>Mighty Minutes®</i>: 09, 83 • <i>LearningGames®</i>: 107, 149, 152, 200 • <i>Teaching Strategies® Children’s Book Collection</i> • <i>Book Discussion Cards™</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Preschool</i>
	Beginning of the Year	Middle of the Year	End of the Year	
Number concepts	<ul style="list-style-type: none"> • Begins to verbally count to 20; counts 10-20 objects accurately; knows the last number, states how many in all; tells what number (1-10) comes next in order by counting • Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Identifies numerals to 5 by name and connects each to counted objects 	<ul style="list-style-type: none"> • Verbally counts to 20; counts 10-20 objects accurately; knows the last number, states how many in all; tells what number (1-10) comes next in order by counting • Begins to make sets of 6-10 objects and then describe the parts; identify which part has more, less, or the same; counts all or counts on to find out how many • Begins to identify numerals to 10 by name and connects each to counted objects 	<ul style="list-style-type: none"> • Verbally counts to 20; counts 10-20 objects accurately; knows the last number, states how many in all; tells what number (1-10) comes next in order by counting • Makes sets of 6-10 objects and then describe the parts; identify which part has more, less, or the same; counts all or counts on to find out how many • Identifies numerals to 10 by name and connects each to counted objects • Begins to show addition and subtraction word problems of whole numbers within 10 using a variety of strategies; makes number pairs within 10 	<ul style="list-style-type: none"> • Mathematics <i>Intentional Teaching Cards™</i>: M22, M37, M39, M41, M59, M61, M63, M66 • <i>Mighty Minutes®</i>: 07, 15, 28, 42, 53, 82, 89 • <i>LearningGames®</i>: 111, 115, 167, 187, 195 • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Spatial relationships and shapes	<ul style="list-style-type: none"> • Begins to use and respond appropriately to positional words indicating location, direction, and distance • Begins to describe basic two- and three-dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation 	<ul style="list-style-type: none"> • Uses and responds appropriately to positional words indicating location, direction, and distance • Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation 	<ul style="list-style-type: none"> • Begins to use and make simple sketches, models, or pictorial maps to locate objects • Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation 	<ul style="list-style-type: none"> • Mathematics <i>Intentional Teaching Cards™</i>: M20, M21, M23, M30, M36, M42, M47, M50–M51, M58, M61 • <i>Mighty Minutes®</i>: 20, 32, 52, 74, 97 • <i>LearningGames®</i>: 104, 144, 195 • <i>Teaching Strategies® Children's Book Collection</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>

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	Beginning of the Year	Middle of the Year	End of the Year	
Measurement	<ul style="list-style-type: none"> • Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume • Knows usual sequence of basic daily events • Knows a few ordinal numbers 	<ul style="list-style-type: none"> • Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools • Begins to relate time to daily routines and schedule • Knows a few ordinal numbers 	<ul style="list-style-type: none"> • Begins to use measurement words and some standard measurement tools accurately • Relates time to daily routines and schedule • Begins to create and read simple graphs; use simple comparison and ordinal terms to describe findings 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M02, M12, M24–M29, M31–M34, M43–M44, M53, M70–M76 • <i>Mighty Minutes®</i>: 02, 19, 49, 75, 76 • <i>LearningGames®</i>: 111, 124, 167, 187 • <i>Teaching Strategies® Children’s Book Collection</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>
Patterns	<ul style="list-style-type: none"> • Copies simple repeating patterns 	<ul style="list-style-type: none"> • Extends and creates simple repeating patterns 	<ul style="list-style-type: none"> • Begins to recognize, create, and explain more complex repeating and simple growing patterns 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M14, M35, M38, M40, M45 • <i>Mighty Minutes®</i>: 26, 36, 65, 75 • <i>LearningGames®</i>: 135, 137, 144, 192 • <i>Teaching Strategies® Children’s Book Collection</i> • <i>Book Discussion Cards™</i> • <i>The Creative Curriculum® for Preschool Teaching Guides</i> • <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; <i>Volume 2: Interest Areas</i>; <i>Volume 4: Mathematics</i>; <i>Volume 5: Science and Technology, Social Studies & the Arts</i>