

**Alignment of the Delaware *Early Learning Foundations for School Success* With
The Creative Curriculum[®] For Preschool and the
Goals and Objectives of *The Creative Curriculum*[®] Developmental Continuum for Ages 3–5**

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

The Developmental Continuum contains 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created a forerunner step for each objective. (Forerunners are not shown in this document.) The developmental steps give teachers a way to determine each child’s current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to develop and learn.

| Table of Contents | |
|----------------------------------|----|
| Language Development | 2 |
| Mathematics | 7 |
| Science | 11 |
| Creative Arts | 15 |
| Emotional and Social Development | 17 |
| Approaches to Learning | 22 |
| Physical Health and Development | 25 |

References

Delaware Department of Education. (March 2003). *Early learning foundations for school success*. Dover, DE: Author. Retrieved September 14, 2004 from http://www.doe.state.de.us/early_childhood/Standards/28372_Schoolbook.pdf

Dodge, D. T., Colker, L. J., and Heroman, C. (2001). *The Creative Curriculum*[®] developmental continuum for ages 3–5. Washington, DC: Teaching Strategies, Inc.

Dodge, D. T., Colker, L. J., and Heroman, C. (2002). *The Creative Curriculum*[®] for preschool. Washington, DC: Teaching Strategies, Inc.

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LANGUAGE DEVELOPMENT | | |
| Developmental Area: LANGUAGE | | |
| Prior to entering kindergarten, parents and programs will provide learning experiences for children that allow them to: | | |
| Communicate so that they will be understood by peers and adults | Chapter 1: “Language Development,” p. 22 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178 Section in all Interest Area chapters: “Interacting With Children in the ___ Area” | LANGUAGE DEVELOPMENT—Listening and Speaking 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 |
| When speaking, show an attempt to use volume appropriate to the situation | | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants | Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” | LANGUAGE DEVELOPMENT—Listening and Speaking 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 |
| Use language to enter into a play situation | Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 | SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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 LANGUAGE DEVELOPMENT—Listening and Speaking 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 |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engage in conversation by making statements or asking questions | Section in all Interest Area chapters: “Interacting With Children in the ___ Area” Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” | LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 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 |
| Make up and/or retell stories and describe experiences | Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 10: “Retelling Stories With Children,” p. 373 | LANGUAGE DEVELOPMENT—Listening and Speaking 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 LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events |
| Respond to their names, requests for action or information | Chapter 2: “Taking Attendance,” pp. 82–83 Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Section in all Interest Area chapters: “Interacting With Children in the ___ Area” | LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details |
| Demonstrate understanding of messages in conversation by listening and responding appropriately | Chapter 2: “Creating a Classroom Community,” pp. 102–122 Section in all Interest Area chapters: “Interacting With Children in the ___ Area” | LANGUAGE DEVELOPMENT—Listening and Speaking 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 |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Show interest in playing with language</p> <p>Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words</p> | <p>Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Library,” pp. 351–379</p> | <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> 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>Follow two or three-step directions</p> | <p>Chapter 2: “Transition Times,” pp. 88–89 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> | <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps |
| Developmental Area: LITERACY | | |
| <p>Show an interest in books and/or engage in reading related activities</p> | <p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events |
| <p>Listen with interest to a story</p> | <p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader |
| <p>Hold a book upright, turn pages from the front of the book to the back, and scan pages</p> | <p>Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Library,” pp. 351–379, especially “Skills for Engaging With Books,” pp. 365–366</p> | <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i>[®] for Preschool | <i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognize common sounds at the beginning of words | Chapter 3: “Phonological Awareness,” p. 128, 132 | LANGUAGE DEVELOPMENT—Listening and Speaking 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 |
| Show increasing awareness of print, familiar signs, and labels | Chapter 3: “Knowledge of Print,” p. 128, 132; “Understanding Books and Other Texts,” pp. 130–131, 133 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” | LANGUAGE DEVELOPMENT—Reading and Writing 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 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print |
| Use scribbles, symbols, or drawings to express experiences through pictures, dictation, and play | Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Stages in Painting and Drawing,” pp. 337–338 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” Chapter 10: “Developmental Steps in Writing,” pp. 367–369 | LANGUAGE DEVELOPMENT—Reading and Writing 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 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 |
| Experiment with a variety of writing tools and materials | | PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin to recognize, name, or identify some letters of the alphabet | Chapter 3: “Letters and Words,” p. 129, 133 | LANGUAGE DEVELOPMENT—Reading and Writing 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 |
| Recognize their first name in print written with the first letter in upper-case letter, followed by lower case letters | Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 | LANGUAGE DEVELOPMENT—Reading and Writing 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 |
| Become aware that there are differences in upper and lower case letters | | |
| Begin to write the letters of their first name | | |
| Begin to answer questions related to a story that has been read or told to him/her | Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Library,” pp. 351–379 | LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events |

| Delaware Early Learning Foundations | <i>The Creative Curriculum[®] for Preschool</i> | <i>Creative Curriculum[®] Goals, Objectives, and Developmental Steps</i> |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MATHEMATICS | | |
| Developmental Area: Number and Operations | | |
| Begin to develop an awareness of numbers and counting as a means for understanding quantity | 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” | COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total |
| Develop the ability to count in sequence and recognize numerals 0 to 10 | | |
| Begin to make use of one-to-one correspondence when counting objects | Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 | COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets |
| Begin to use language to compare numbers of objects | Chapter 3: “Number Concepts,” pp. 134–135, 140; “Measurement,” pp. 137–138, 141 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” | COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools |
| Develop the ability to determine quantity or “how many” | | |
| Develop an awareness of broad concepts of time that are part of the daily routine | Chapter 2: “Daily Events,” pp. 82–92; “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 | COGNITIVE DEVELOPMENT—Logical Thinking 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 |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin to understand numbers and number concepts as they relate to everyday life | Chapter 3: “Number Concepts,” pp. 134–135, 140; “Data Collection, Organization, and Representation,” pp. 138–139, 141 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” | COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total |
| Developmental Area: Geometry & Spatial Sense | | |
| Begin to recognize, name, describe, and compare common shapes | Chapter 3: “Geometry and Spatial Sense,” pp 136–137, 141 | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason |
| Progress in their ability to put together and take apart puzzles | Chapter 8: “Toys and Games,” pp. 295–315 | COGNITIVE DEVELOPMENT—Logical Thinking 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 |
| Begin to understand geometric concepts through block play | Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 | COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools |
| Begin to develop the concept of same and different | Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 | COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Show growth in matching and sorting according to attributes such as color, shape or size | Chapter 8: “Toys and Games,” pp. 295–315 | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason |
| Build an understanding of directionality, order, and positional terms | Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 | COGNITIVE DEVELOPMENT—Logical Thinking 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 |
| Developmental Area: Patterns & Measurement | | |
| Begin to recognize, copy, and extend simple patterns with a variety of materials | Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 | COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying |
| Show the ability to put objects in a series according to one or two attributes such as shape or size | Chapter 8: “Toys and Games,” pp. 295–315 | COGNITIVE DEVELOPMENT—Logical Thinking 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features |
| Begin to use non-standard and standard measures | Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 | COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools |
| Recognize and name measurable attributes such as weight, volume, and length | Chapter 3: “Mathematics,” pp. 134–141; “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” | |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i>[®] for Preschool | <i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin to compare and sort according to those attributes | Chapter 3: "Process Skills," pp. 161–162 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 12: "Sand and Water," pp. 403–421 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics" | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason |
| Begin to recognize and name common colors | Chapter 9: "Art," pp. 317–349 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SCIENCE | | |
| Developmental Area: Scientific Skills & Methods | | |
| Begin to use the five senses (hearing, smelling, tasting, seeing, and touching) to gather information and explore the environment | Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |
| Begin to use simple measuring devices and concepts to gather information, investigate materials and observe processes and relationships | 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: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology” | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |
| Begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations | Chapter 3: “Social Studies,” pp. 146–161; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology” | COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context |
| Begin to collect, describe and record information through a variety of means, such as discussion, drawings, maps, graphs, and charts | Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin to observe and discuss differences and similarities among objects | 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: Science” | COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools |
| Develop an understanding of drawings, graphs, and charts and maps as a way of recording observations | Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans than creates increasingly elaborate representations |
| Begin to explore the environment through hands-on activities using simple scientific tools such as magnifying glasses, measuring devices, and their five senses | Chapter 3: “Technology,” pp. 156–160 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 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: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology” | COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin to make predictions, explanations and generalizations | Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |
| Developmental Area: Scientific Knowledge | | |
| Observe, describe and discuss the natural world, materials, living and non-living things, natural processes, weather and seasonal changes. | Chapter 3: "Science," pp. 142–145 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Caring for Living Things," pp. 500–501; "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |
| Expand knowledge of and respect for their body | Chapter 1: "Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds," pp. 23–26 Chapter 3: "Life Science," pp. 143–144, 145 | There are no <i>Creative Curriculum®</i> objectives that align directly with this item. |
| Expand knowledge of and respect for the environment | Chapter 3: "Earth and the Environment," pp. 144, 145; "People and the Environment," p. 148, 151 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 | There are no <i>Creative Curriculum®</i> objectives that align directly with this item. |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i>[®] for Preschool | <i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop an awareness of ideas and language related to time such as daily routines and order of events | Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <ul style="list-style-type: none"> 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 |
| Show awareness and beginning understanding of changes in materials and cause-effect relationships such as freezing/melting, color mixing, and/or cooking | Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” | <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| CREATIVE ARTS | | |
| Developmental Area: Music | | |
| Participate in a variety of music activities | Chapter 3: "Music," p. 153, 155 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Develop awareness of different musical instruments, tones patterns/rhythms, and tempo | Chapter 13: "Music and Movement," pp. 423–441 | |
| Imitate and recall patterns, songs, rhythms, and rhymes | | |
| Be exposed to music from a variety of cultures | | |
| Developmental Area: Art | | |
| Show interest in using different art media (such as playdough, paint, etc.) and materials in a variety of ways for creative expression and representation | Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts" | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Plan and create their own drawings, paintings, models, and other art creations | | |
| Share experiences, ideas, and thoughts about artistic creations | Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Art," pp. 317–349, especially "Talking With Children About Their Art," pp. 342–344 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts" | |
| Use a variety of art materials and activities for sensory experiences, exploration, creative expression, and representation | Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts" | |
| Express interest in and show respect for the creative work of others | Chapter 2: "Classroom Displays," pp. 68–69; "Caring for the Classroom and Children's Work," pp. 73–75 Chapter 9: "Art," pp. 317–349, especially "Displaying and Storing Art Materials and Children's Artwork," pp. 332–333 | |
| Express experiences and feelings through a variety of artistic processes and creations | Chapter 3: "Process Skills," pp. 161–162 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts" | |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developmental Area: Movement | | |
| Express through movement what is felt and heard in various patterns of beat and rhythm in music | Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Demonstrate an awareness of different musical tempos, patterns, and beats through movement | | |
| Gain awareness of different cultures through experiences with a variety of music and movement activities | | |
| Experience and use movement to reinforce learning in all curricular areas | | |
| Developmental Area: Dramatic Play | | |
| Participate in a variety of dramatic play activities | Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 | COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play |
| Show creativity and imagination in using materials and in assuming different roles in pretend play situations | | COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EMOTIONAL AND SOCIAL DEVELOPMENT | | |
| Developmental Area: Self-Concept | | |
| Develop and express a positive awareness of self in terms of specific abilities, characteristics, and preferences | Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Develop increasing independence in a range of activities, routines, and tasks | Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <ul style="list-style-type: none"> 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 <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> 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 |
| Demonstrate satisfaction when completing a task or solving a problem | Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Maintain individuality or a positive sense of self within a group | | |
| Developmental Area: Self-Control | | |
| Express feelings, needs, and opinions appropriately without harming themselves, others, or property | Chapter 2: “Responding to Challenging Behavior,” pp. 116–122; especially, “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>4. Stands up for rights</p> <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights |
| Begin to understand how their actions affect others and begin to accept the consequences of their actions | | |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i>[®] for Preschool | <i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow simple rules and routines | Chapter 2: “The Daily Schedule,” pp. 92–97 | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules |
| Begin to use materials purposefully, safely, and respectfully | Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Developing Rules for a Classroom Community,” pp. 108–110 | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment |
| Attempt to solve a problem in a positive manner | Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115 | SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts <ul style="list-style-type: none"> 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 |
| Developmental Area: Cooperation | | |
| Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts with peers | Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115 | SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts <ul style="list-style-type: none"> 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 |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Begin to demonstrate the ability to give and take during peer interactions by helping, sharing, and discussing</p> <p>Demonstrate the ability to take turns in games or using materials</p> | <p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> 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 <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn |
| <p>Be a helpful member in a group or household through sharing tasks or chores</p> | <p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Cleanup at Mealtimes,” pp. 90–91</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> 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 |
| <p>Developmental Area: Social Relationships</p> | | |
| <p>Accept guidance and directions from a range of familiar adults</p> | <p>Chapter 2: “Building a Relationship With Each Child,” pp. 103–105</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) |
| <p>Show ability to develop friendships with peers</p> | <p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> 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 |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i>[®] for Preschool | <i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Express empathy and care for others | | SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want |
| Feel secure and comfortable communicating with familiar adults | Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 | SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) |
| Begin to demonstrate positive social skills, i.e., please, thank you, etc. | Chapter 2: “Mealtimes,” pp. 89–91; “Promoting Positive Relationships in the Classroom,” pp. 102–108 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Developmental Area: Knowledge of Family & Community | | |
| Begin to identify their own gender, family, and culture | Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 5: “Appreciating Family Differences,” pp. 212–213 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Develop an understanding of similarities and respect for differences among people, such as gender, race, special needs, culture, language, and family structures | Chapter 1: “Individual Differences,” pp. 27–41; “Children With Disabilities,” pp. 36–38 Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72; “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 4: “Teaching Children With Disabilities,” pp. 180–181 Chapter 5: “Appreciating Family Differences,” pp. 212–213 | SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i>[®] for Preschool | <i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop awareness of community helpers | Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 | SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) |
| Show an awareness of home, classroom, school, and community | 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 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Demonstrate appropriate caution in unfamiliar and/or potentially dangerous situations | Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Chapter 7: “Dramatic Play,” pp. 271–293 | SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| APPROACHES TO LEARNING | | |
| Developmental Area: Initiative & Curiosity | | |
| Participate in a variety of tasks and activities using all five senses | Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |
| Make independent choices within the limits set by adults | Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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 |
| Approach tasks and activities with flexibility, imagination, inventiveness, and confidence | | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |
| Show eagerness and curiosity to learn about and discuss variety of topics, ideas, and tasks | | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developmental Area: Engagement & Persistence | | |
| Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences | Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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 |
| Begin to develop a plan for play and follow through | Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 |
| Begin to develop the ability to concentrate despite distractions and interruptions | Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 | |
| Begin to demonstrate the ability to follow a sequence of steps to create a finished project | Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522 | |
| Developmental Area: Reasoning & Problem Solving | | |
| Begin to develop the ability to recognize and solve problems through active exploration, including trial and error and interactions and discussions with peers and adults | Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 | COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 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 |
| Develop the ability to classify, compare and contrast objects, events, and experiences | Chapter 3: “Literacy,” pp. 126–133; “Mathematics,” pp. 134–141; “Science,” pp. 142–145; “Social Studies,” pp. 146–161; “Process Skills,” pp. 161–162 | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate the ability to sequence events | Chapter 3: "People and the Past," p. 149, 151 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 11: "Discovery," pp. 381–401 Chapter 14: "Cooking," pp. 443–469 | COGNITIVE DEVELOPMENT—Logical Thinking 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 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 |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PHYSICAL HEALTH AND DEVELOPMENT | | |
| Developmental Area: Fine Motor Skills | | |
| Develop strength, dexterity and control needed to use tools and materials such as scissors, paper punch, stapler, hammer, play dough, and other manipulative materials | Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development” | PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination |
| Develop hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors | Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 | PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail |
| Show beginning control in the use of writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology | Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Chapter 15: “Computers,” pp. 471–491 | PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including names |

| Delaware Early Learning Foundations | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developmental Area: Gross Motor Skills | | |
| Develop an awareness of their body, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, galloping, riding a tricycle, and creative movement | Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 | PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination |
| Develop the ability to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing | Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development” | 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy |
| Developmental Area: Health Status & Practices | | |
| Progress in physical growth, strength, stamina, and flexibility | Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 | 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving |
| Participate actively in play, outdoor activities, and forms of exercise that enhance physical fitness | Chapter 16: “Outdoors,” pp. 493–522 | 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills |

| Delaware Early Learning Foundations | <i>The Creative Curriculum® for Preschool</i> | <i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin to show growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting | 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 Chapter 14: “Cooking,” pp. 443–469 | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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 |
| Build awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety; and responding appropriately to potentially harmful objects, substances, and activities | Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517-518 | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules |