The Creative Curriculum®

Developmental Continuum

For Ages 3-5



THE CREATIVE CURRICULUM® FOR PRESCHOOL

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* Teachers who work with children who may have developmental lags in gross motor skills will find it helpful to see the specific developmental steps for running, jumping, hopping, galloping, throwing, kicking, and catching. A breakdown of these gross motor skills appears in Appendix B of *A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System.*

SOCIAL/EMOTIONAL DEVELOPMENT

Sense of Self

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
1. **Shows ability to adjust to new situations**	**Forerunners** Interacts with teachers when family member is nearby. Is able to move away from family member; checks back occasionally ("social referencing")	**Treats arrival and departure as routine parts of the day** *e.g., says good-bye to family members without undue stress; accepts comfort from teacher*	**Accepts changes in daily schedules and routines** *e.g., eagerly participates in a field trip; accepts visitors to classroom*	**Functions with increasing independence in school** *e.g., readily goes to other parts of the building for scheduled activities; willingly delivers a message from classroom teacher to the office*
2. **Demonstrates appropriate trust in adults**	**Forerunners** Seeks to be near trusted adult as a "safe haven". Makes visual or physical contact with trusted adult for reassurance	**Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy** *e.g., explores the indoor and outdoor environments without being fearful; summons adult when assistance is needed*	**Regards parents and teachers as resources and positive role models** *e.g., imitates parents going to work or at home during dramatic play; asks teacher's advice on how to saw a piece of wood in half*	**Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)** *e.g., knows who is allowed to give her medicine; talks about why children shouldn't go anywhere with strangers*
3. **Recognizes own feelings and manages them appropriately**	**Forerunners** Cries to express displeasure. Uses facial expressions to communicate feelings. *e.g., nods when asked if he is feeling sad*	**Identifies and labels own feelings** *e.g., says, "I'm mad at you"; "I really want to paint today"*	**Is able to describe feelings and their causes** *e.g., says, "I'm excited because my dad is coming home"; "I'm mad because they won't let me play with them"*	**Is increasingly able to manage own feelings** *e.g., calms self down when angry and uses words to explain why; chooses to go to a quiet area to be alone when upset*
4. **Stands up for rights**	**Forerunners** Protests when slighted or wronged by crying or yelling. Grabs or pushes when seeking a desired toy	**Physically or verbally asserts needs and desires** *e.g., continues to hold classroom pet another child wants; lets teacher know if another child refuses to give anyone a turn on the ride-on truck*	**Asserts own needs and desires verbally without being aggressive** *e.g., says, "It's my turn now" when sand timer runs out; tells friend who asks to paint at the easel, "I'm not done," and continues working*	**Takes action to avoid possible disputes over rights** *e.g., puts up "Do not knock down" sign in front of block structure; divides sandbox into area for himself and peer*

Responsibility for Self and Others

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
5. **Demonstrates self-direction and independence**	**Forerunners** Purposefully indicates needs or wants (may be nonverbal) Selects toy or activity; plays briefly	**Chooses and becomes involved in one activity out of several options** *e.g., during free play decides to play with giant dominoes on floor in toys and games area; after waking up from nap, takes book from shelf in library area and looks at it*	**Completes multiple tasks in a project of own choosing with some adult assistance** *e.g., makes a collage: collects materials, glue, paper, and scissors and works until done; builds a zoo with blocks, animal and people props, and cars*	**Carves out and completes own task without adult assistance** *e.g., draws one section of mural without intruding on other sections; makes a book about family trip that includes 5 pictures in sequence*
6. **Takes responsibility for own well-being**	**Forerunners** Allows adult to attend to personal needs such as dressing or washing hands without resistance Uses self-help skills with adult assistance such as brushing teeth or putting on coat with help	**Uses self-help skills with occasional reminders** *e.g., tries new foods when encouraged by teacher; washes hands with soap and water following procedures taught*	**Uses self-help skills and participates in chores without reminders** *e.g., goes to get a sponge after spilling juice; helps throw away trash after a picnic*	**Understands the importance of self-help skills and their role in healthy living** *e.g., tries new foods and talks about what's good for you; knows why it's important to wash hands and brush teeth*
7. **Respects and cares for classroom environment and materials**	**Forerunners** Engages with/explores materials for brief periods of time with adult assistance or independently Participates in clean-up routines when asked	**Uses materials in appropriate ways** *e.g., paints at easel; turns pages in book carefully without tearing*	**Puts away used materials before starting another activity** *e.g., shuts off the tape recorder before leaving the listening center; returns puzzle to shelf*	**Begins to take responsibility for care of the classroom environment** *e.g., gets broom and dust pan to help remove sand; pitches in willingly to move furniture to clear a group area*
8. **Follows classroom routines**	**Forerunners** Allows adult to move him/her through routines Follows classroom routines with assistance such as reminders, picture cues, or physical help	**Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting** *e.g., after cleaning up, goes to rug for circle time when the teacher strums the autoharp*	**Understands and follows classroom procedures without prompting** *e.g., goes to wash hands and brush teeth after lunch*	**Follows and understands the purpose of classroom procedures** *e.g., tells peer that he can't eat lunch until he's washed his hands*

Responsibility for Self and Others (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
9. **Follows classroom rules**	**Forerunners** Follows simple directions and limits when told by an adult Follows classroom rules with assistance such as reminders, picture cues, or physical help	**Follows classroom rules with reminders** *e.g., responds positively to guidance such as "speak with your indoor voice"*	**Understands and follows classroom rules without reminders** *e.g., returns puzzles to shelf before leaving the table area*	**Follows and understands reasons for classroom rules** *e.g., tells friend to put artwork on shelf so it will be safe; reminds peer not to run in classroom so that no one will get hurt*



Prosocial Behavior

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
10. Plays well with other children	**Forerunners** Tolerates being physically near others Plays alongside another child Enjoys simple back and forth games such as hide and seek	**Works/plays cooperatively with one other child** *e.g., draws or paints beside peer, making occasional comments; has a pretend phone conversation with another child*	**Successfully enters a group and plays cooperatively** *e.g., joins other children caring for babies in dramatic play center; plans with peers what they will need to set up a class restaurant*	**Maintains an ongoing friendship with at least one other child** *e.g., says, "We're friends again, right?" after working through a conflict; talks about another child as "my best friend"*
11. Recognizes the feelings of others and responds appropriately	**Forerunners** Notices expressions of feelings in others *e.g., looks or reacts by crying or laughing* Imitates other children's expressions of feelings	**Is aware of other children's feelings and often responds in a like manner** *e.g., laughs or smiles when others are happy; says a child is sad because her mom left*	**Shows increasing awareness that people may have different feelings about the same situation** *e.g., says that another child is afraid of thunder but, "I'm not"; acts out role of angry parent during pretend play*	**Recognizes what another person might need or want** *e.g., brings a book on trucks to show a child who loves trucks; helps a friend who is having difficulty opening a milk carton*
12. Shares and respects the rights of others	**Forerunners** Plays alongside another child using same or similar materials with adult assistance Plays alongside another child using same or similar materials without conflict	**With prompts, shares or takes turns with others** *e.g., allows sand timer to regulate turns with favorite toys; complies with teacher's request to let another child have a turn on the tricycle*	**Shares toys or allows turn in response to another child's request** *e.g., appropriately occupies self while waiting for others to leave swings without crying or demanding a turn; plays at sand table without grabbing items being used by others*	**Shares and defends the rights of others to a turn** *e.g., reminds child who doesn't want to relinquish a turn that it is another child's turn; asks teacher to intervene when two children begin to fight over a toy*
13. Uses thinking skills to resolve conflicts	**Forerunners** Accepts adult solution to resolve a conflict Seeks adult assistance to resolve a conflict *e.g., cries, approaches adult, or asks for help*	**Accepts compromise when suggested by peer or teacher** *e.g., agrees to play with another toy while waiting for a turn; goes to "peace table" with teacher and peer to solve a problem*	**Suggests a solution to solve a problem; seeks adult assistance when needed** *e.g., suggests trading one toy for another; asks teacher to make a waiting list for the water table*	**Engages in a process of negotiation to reach a compromise** *e.g., works out roles for a dramatic play episode; suggests going to the "peace table" to work out a problem*

PHYSICAL DEVELOPMENT

Gross Motor

Curriculum Objectives	Developmental Continuum for Ages-5			
		I	II	III
14. **Demonstrates basic locomotor skills (running, jumping, hopping, galloping)**	**Forerunners** Walks with assistance Runs, sometimes falls Jumps and hops with hand held	**Moves with direction and beginning coordination** *e.g., runs avoiding obstacles; jumps forward, may lead with one foot; hops in place once or twice*	**Moves with direction and increasing coordination** *e.g., runs moving arms and legs; does a running jump with both feet; attempts to skip, often reverting to galloping*	**Moves with direction and refined coordination** *e.g., runs quickly changing directions, starting and stopping; jumps forward from standing position; gallops smoothly*
15. **Shows balance while moving**	**Forerunners** Walks on toes Easily stops, starts, changes direction, avoids obstacles Walks forward straddling line	**Attempts to walk along a line, stepping off occasionally**	**Walks along wide beam such as edge of sandbox**	**Walks forward easily, and backward with effort, along a wide beam**
16. **Climbs up and down**	**Forerunners** Crawls up stairs on own Walks up stairs with hand held Climbs a short, wide ladder with support from adult	**Climbs a short, wide ladder**	**Climbs up and down stairs and ladders, and around obstacles**	**Climbs and plays easily on ramps, stairs, ladders, or sliding boards**
17. **Pedals and steers a tricycle (or other wheeled vehicle)**	**Forerunners** Sits on tricycle or other riding toy, pushing forward/backward with feet not using pedals Pedals tricycle, difficulty with steering	**Pedals in forward direction, steering around wide corners**	**Pedals and steers around obstacles and sharp corners**	**Rides with speed and control**

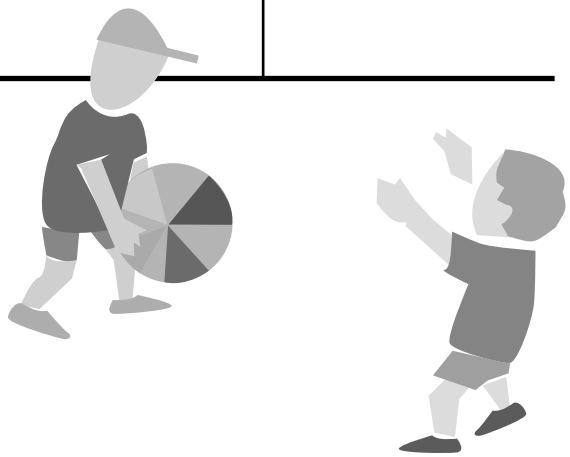
Gross Motor (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
18. **Demonstrates throwing, kicking, and catching skills**	**Forerunners** Hurls beanbag or ball Sits on floor and traps a rolled ball with arms and body Kicks a ball a short distance with hand held to maintain balance	**Throws, catches, and kicks objects with somewhat awkward movements** *e.g., throws ball with both hands; catches a large ball against body; kicks ball from standing position*	**Throws, catches, and kicks with increasing control** *e.g., throws ball overhand several feet toward target; catches bounced ball; moves toward ball and kicks*	**Throws and kicks at target and catches with increasing accuracy** *e.g., throws object with smooth overhand motion; catches object with elbows bent; kicks ball with fluid motion*



Fine Motor

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
19. **Controls small muscles in hands**	**Forerunners** Uses self-help skills such as: finger feeds self; removes shoes/socks; washes hands with assistance Drops objects into container Touches thumb to finger to pick up object	**Manipulates objects with hands** *e.g., places large pegs in pegboard; buttons large buttons on own clothes; uses scissors to make snips*	**Manipulates smaller objects with increasing control** *e.g., eats with a fork; inserts and removes small pegs in pegboard; squeezes clothespin to hang painting; cuts with scissors along a straight or slightly curved line*	**Manipulates a variety of objects requiring increased coordination** *e.g., creates recognizable objects with clay; buttons, zips, and sometimes ties; cuts with scissors along lines, turning corners; cuts simple shapes out of paper*
20. **Coordinates eye-hand movement**	**Forerunners** Removes pegs from pegboard Opens a board book and turns a page Puts one block on top of another, holding the base block	**Performs simple manipulations** *e.g., makes a necklace with a string and large beads; rolls and pounds playdough; places pegs in pegboard*	**Performs simple manipulations with increasing control** *e.g., makes a necklace using small beads; pours water into a funnel*	**Manipulates materials in a purposeful way, planning and attending to detail** *e.g., strings a variety of small objects (straws, buttons, etc.); using table blocks, creates a tall structure that balances; completes 8-piece puzzle*
21. **Uses tools for writing and drawing**	**Forerunners** Holds large writing tool and marks with it Holds marker in palmar grasp and scribbles	**Holds a marker or crayon with thumb and two fingers; makes simple strokes**	**Makes several basic strokes or figures; draws some recognizable objects**	**Copies and draws simple shapes, letters, and words including name**



COGNITIVE DEVELOPMENT

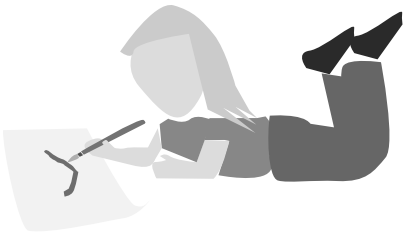
Learning and Problem Solving

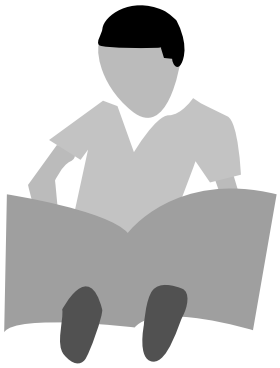
Developmental Continuum for Ages 3-5

Curriculum Objectives		I	II	III
22. **Observes objects and events with curiosity**	**Forerunners** Looks at and touches object presented by an adult or another child Explores materials in the environment *e.g., touching, looking, smelling, mouthing, listening, playing*	**Examines with attention to detail, noticing attributes of objects** *e.g., points out stripes on caterpillar; notices it gets darker when the sun goes behind a cloud; points out changes in animals or plants in room*	**Notices and/or asks questions about similarities and differences** *e.g., points out that two trucks are the same size; asks why the leaves fall off the trees*	**Observes attentively and seeks relevant information** *e.g., describes key features of different models of cars (such as logos, number of doors, type of license plate); investigates which objects will sink and which will float*
23. **Approaches problems flexibly**	**Forerunners** Imitates adult or peer in solving problems Repeats and persists in trial and error approach	**Finds multiple uses for classroom objects** *e.g., uses wooden blocks as musical instruments; strings wooden beads into necklace for dress-up*	**Experiments with materials in new ways when first way doesn't work** *e.g., when playdough recipe produces sticky dough, asks for more flour; fills plastic bottle with water to make it sink*	**Finds alternative solutions to problems** *e.g., suggests using block as doorstop when classroom doorstop disappears; offers to swap trike for riding toy she wants and then adds fire-fighter hat to the bargain*
24. **Shows persistence in approaching tasks**	**Forerunners** Remains engaged in a task for short periods with assistance Stays involved in self-selected activity such as playing with playdough for short periods	**Sees simple tasks through to completion** *e.g., puts toys away before going on to next activity; completes 5-piece puzzle*	**Continues to work on task even when encountering difficulties** *e.g., rebuilds block tower when it tumbles; keeps trying different puzzle pieces when pieces aren't fitting together*	**Works on task over time, leaving and returning to complete it** *e.g., continues to work on Lego structure over 3-day period; creates grocery store out of hollow blocks, adding more detail each day, and involves other children in playing grocery*
25. **Explores cause and effect**	**Forerunners** Notices an effect *e.g., shows pleasure in turning light switch on and off, wants to do it again; repeatedly stacks blocks and watches them fall* Looks for something when it is out of sight	**Notices and comments on effect** *e.g., while shaking a jar of water says, "Look at the bubbles when I do this"; after spinning around and stopping says, "Spinning makes the room look like it's moving up and down"*	**Wonders "what will happen if" and tests out possibilities** *e.g., blows into cardboard tubes of different sizes to hear if different sounds are made; changes the incline of a board to make cars slide down faster*	**Explains plans for testing cause and effect, and tries out ideas** *e.g., places pennies one by one in 2 floating boats ("I'm seeing which boat sinks first"); mixes gray paint to match another batch ("Let's put in one drop of white at a time 'til it's right")*

Learning and Problem Solving (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
26. **Applies knowledge or experience to a new context**	Forerunners Follows familiar self-help routines at school (toileting, eating)—may need assistance	**Draws on everyday experiences and applies this knowledge to similar situations** *e.g., washes hands after playing at sand table; rocks baby doll in arms*	**Applies new information or vocabulary to an activity or interaction** *e.g., comments, "We're bouncing like Tigger" when jumping up and down with peer; uses traffic-directing signals after seeing a police officer demonstrate them*	**Generates a rule, strategy, or idea from one learning experience and applies it in a new context** *e.g., after learning to access one computer program by clicking on icons, uses similar procedures to access others; suggests voting to resolve a classroom issue*





Logical Thinking

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
27. Classifies objects	**Forerunners** Finds two objects that are the same and comments or puts them together Groups similar kinds of toys together such as cars, blocks, or dolls	**Sorts objects by one property such as size, shape, color, or use** *e.g., sorts pebbles into three buckets by color; puts square block with other square blocks*	**Sorts a group of objects by one property and then by another** *e.g., collects leaves and sorts by size and then by color; puts self in group wearing shoes that tie and then in group with blue shoes*	**Sorts objects into groups/subgroups and can state reason** *e.g., sorts stickers into four piles ("Here are the stars that are silver and gold, and here are circles, silver and gold"); piles animals and then divides them into zoo and farm animals*
28. Compares/ measures	**Forerunners** Notices something new or different *e.g., a new classmate or a new toy on the shelf* Notices similarities of objects *e.g., "We have the same shoes"*	**Notices similarities and differences** *e.g., states, "The rose is the only flower in our garden that smells"; "I can run fast in my new shoes"*	**Uses comparative words related to number, size, shape, texture, weight, color, speed, volume** *e.g., "This bucket is heavier than that one"; "Now the music is going faster"*	**Understands/uses measurement words and some standard measurement tools** *e.g., uses unit blocks to measure length of rug; "We need 2 cups of flour and 1 cup of salt to make dough"*
29. Arranges objects in a series	**Forerunners** Uses self-correcting toys such as form boards and graduated stacking rings Sorts by one attribute *e.g., big blocks and little blocks*	**Notices when one object in a series is out of place** *e.g., removes the one measuring spoon out of place in a line and tries to put it in right place*	**Figures out a logical order for a group of objects** *e.g., makes necklace of graduated wooden beads; arranges magazine pictures of faces from nicest expression to meanest*	**Through trial and error, arranges objects along a continuum according to two or more physical features** *e.g., lines up bottle caps by height and width; sorts playdough cookies by size, color, and shape*
30. Recognizes patterns and can repeat them	**Forerunners** Completes a sentence that repeats in a familiar story Hums, sings, or responds to a chorus that repeats in a familiar song Completes a simple form board	**Notices and recreates simple patterns with objects** *e.g., makes a row of blocks alternating in size (big-small-big-small); strings beads in repeating patterns of 2 colors*	**Extends patterns or creates simple patterns of own design** *e.g., makes necklace of beads in which a sequence of 2 or more colors is repeated; continues block pattern of 2 colors*	**Creates complex patterns of own design or by copying** *e.g., imitates hand-clapping pattern (long clap followed by 3 short claps); designs a 3-color pattern using colored inch cubes and repeats it across the table*

Logical Thinking (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
31. **Shows awareness of time concepts and sequence**	**Forerunners** Follows steps in simple routine such as in dressing or at naptime Demonstrates understanding of what comes next in daily schedule *e.g., goes to the table anticipating mealtime*	**Demonstrates understanding of the present and may refer to past and future** *e.g., responds appropriately when asked, "What did you do this morning?"; talks about, "Later, when Mom comes to pick me up"*	**Uses past and future tenses and time words appropriately** *e.g., talks about tomorrow, yesterday, last week; says, "After work time, we go outside"*	**Associates events with time-related concepts** *e.g., "Tomorrow is Saturday so there's no school"; "My birthday was last week"; "I go to bed at night"*
32. **Shows awareness of position in space**	**Forerunners** Moves objects from one container to another Follows simple positional directions with assistance *e.g., puts paper in trash can*	**Shows comprehension of basic positional words and concepts** *e.g., puts object* in, on, under, on top of, *or* next to *another object as requested*	**Understands and uses positional words correctly** *e.g., "Come sit near me"; "The fish food goes on the top shelf"*	**Shows understanding that positional relationships vary with one's perspective** *e.g., turns lotto card around so player opposite him can see it right side up; "I can reach the ring when I'm on the top step, but from here it's too far"*
33. **Uses one-to-one correspondence**	**Forerunners** Places an object in each designated space *e.g., puts a peg doll in each hole in a toy bus*	**Matches pairs of objects in one-to-one correspondence** *e.g., searches through dress-ups to find two shoes for her feet*	**Places objects in one-to-one correspondence with another set** *e.g., lines up brushes to make sure there is one for each jar of paint; goes around the table placing one cup at each child's place*	**Uses one-to-one correspondence as a way to compare two sets** *e.g., lines up cubes across from a friend's row to determine who has more; puts one rider next to each horse saying, "Are there enough horses for all the cowboys?"*
34. **Uses numbers and counting**	**Forerunners** Understands the concept of "one" *e.g., picks up one object when asked* Understands the concept of more *e.g., picks up more of something when directed, or asks for more cheese*	**Imitates counting behavior using number names (may not always say one number per item or get the sequence right)** *e.g., says the numbers from 1 to 5 while moving finger along a row of 8 items (not realizing that counting means one number per item)*	**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)** *e.g., counts out 5 pretzels taking one at a time from bowl; counts a collection of objects but may count an object more than one time*	**Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total** *e.g., counts 8 bottle caps and says, "I have 8"; spins dial, then moves board game piece 6 spaces; draws 5 figures to show members of family*

Representation and Symbolic Thinking

Developmental Continuum for Ages 3-5

Curriculum Objectives	I	II	III
35. **Takes on pretend roles and situations**	**Forerunners** Imitates simple action *e.g., picks up phone; rocks baby* With adult or peer support, imitates routines *e.g., pretends to feed doll; pours coffee; pretends to sleep*	**Performs and labels actions associated with a role** *e.g., feeding the baby doll, says, "I'm the Mommy"; picks up phone and says, "Hello, is Suzie there?"*	**Offers a play theme and scenario** *e.g., "Let's play school"; while listening to doll's heartbeat with stethoscope announces that it's time to get the baby to the hospital*	**Engages in elaborate and sustained role play** *e.g., suggests a play theme and discusses who will do what; discusses with peer what to buy at grocery store, takes pocketbook and goes to grocery store*
36. **Makes believe with objects**	**Forerunners** Imitates adult's or another child's use of familiar objects *e.g., rocks doll; stirs the pot* Interacts appropriately with objects with adult or peer support *e.g., responds to pretend phone call by putting phone to ear and vocalizing*	**Interacts appropriately with real objects or replicas in pretend play** *e.g., uses a broken phone to make a pretend phone call; puts playdough cookies on little plastic plates*	**Uses substitute object or gesture to represent real object** *e.g., holds hand to ear and pretends to dial phone; builds a sand castle and puts shell on top for "satellite dish"*	**Uses make-believe props in planned and sustained play** *e.g., pretends with a peer to be garage mechanics working on cars made of blocks; sets up scene for playing school—students sit on pillows and teacher has a box for a desk*
37. **Makes and interprets representations**	**Forerunners** Labels scribbles as people or common objects Interacts and builds with blocks Begins to use descriptive labels in construction play *e.g., "house," "road"*	**Draws or constructs and then names what it is** *e.g., draws pictures with different shapes and says, "This is my house"; lines up unit blocks and says, "I'm making a road"*	**Draws or builds a construction that represents something specific** *e.g., makes a helicopter with Bristle Blocks; draws 6 legs on insect after looking at beetle*	**Plans then creates increasingly elaborate representations** *e.g., uses blocks to make a maze for the class gerbil; draws fire truck and includes many details*



LANGUAGE DEVELOPMENT

Listening and Speaking

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
38. **Hears and discriminates the sounds of language**	**Forerunners** Notices sounds in the environment *e.g., pays attention to birds singing, sirens* Joins in nursery rhymes and songs	**Plays with words, sounds, and rhymes** *e.g., repeats songs, rhymes, and chants; says, "Oh you Silly Willy"*	**Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way** *e.g., makes up silly rhymes ("Bo, Bo, Biddle, Bop"); says, "My name begins the same as popcorn and pig"*	**Hears and repeats separate sounds in words; plays with sounds to create new words** *e.g., claps hands 3 times when saying "Su-zan-na"; says, "Pass the bapkin [napkin]"*
39. **Expresses self using words and expanded sentences**	**Forerunners** Uses non-verbal gestures or single words to communicate *e.g., points to ball* Uses 2-word phrases *e.g., "All gone"; "Go out"*	**Uses simple sentences (3-4 words) to express wants and needs** *e.g., "I want the trike"*	**Uses longer sentences (5-6 words) to communicate** *e.g., "I want to ride the trike when we go outside"*	**Uses more complex sentences to express ideas and feelings** *e.g., "I hope we can go outside today because I want to ride the tricycle around the track"*
40. **Understands and follows oral directions**	**Forerunners** Associates words with actions *e.g., says "throw" when sees ball thrown; throws when hears the word* Follows oral directions when combined with gestures *e.g., "come here" accompanied with gesture*	**Follows one-step directions** *e.g., "Please get a tissue"*	**Follows two-step directions** *e.g., "When you get inside, please hang up your coat"*	**Follows directions with more than two steps** *e.g., follows directions to put clay in container, wipe table, and wash hands when activity is finished*
41. **Answers questions**	**Forerunners** Answers yes/no questions with words, gestures, or signs *e.g., points to purple paint when asked what color she wants*	**Answers simple questions with one or two words** *e.g., when asked for name says, "Curtis"; says, "Purple and blue" when asked the colors of paint*	**Answers questions with a complete thought** *e.g., responds, "I took a bus to school"; "I want purple and blue paint"*	**Answers questions with details** *e.g., describes a family trip when asked about weekend; says, "I want purple and blue like my new shoes so I can make lots of flowers"*

Listening and Speaking (continued)

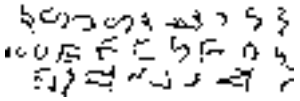
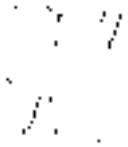
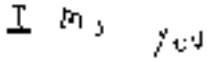
Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
42. **Asks questions**	**Forerunners** Uses facial expressions/ gestures to ask a question Uses rising intonation to ask questions *e.g., "Mama comes back?"* Uses some "wh" words (what and where) to ask questions *e.g., "What that?"*	**Asks simple questions** *e.g., "What's for lunch?" "Can we play outside today?"*	**Asks questions to further understanding** *e.g., "Where did the snow go when it melted?" "Why does that man wear a uniform?"*	**Asks increasingly complex questions to further own understanding** *e.g., "What happened to the water in the fish tank? Did the fish drink it?"*
43. **Actively participates in conversations**	**Forerunners** Initiates communication by smiling and/or eye contact Responds to social greetings *e.g., waves in response to "hello" or "bye-bye"*	**Responds to comments and questions from others** *e.g., when one child says, "I have new shoes," shows own shoes and says, "Look at my new shoes"*	**Responds to others' comments in a series of exchanges** *e.g., makes relevant comments during a group discussion; provides more information when message is not understood*	**Initiates and/or extends conversations for at least four exchanges** *e.g., while talking with a friend, asks questions about what happened, what friend did, and shares own ideas*



Reading and Writing

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
44. **Enjoys and values reading**	**Forerunners** Looks at books and pictures with an adult or another child Chooses and looks at books independently Completes phrases in familiar stories	**Listens to stories being read** *e.g., asks teacher to read favorite story; repeats refrain when familiar book is read aloud*	**Participates in story time interactively** *e.g., answers questions before, during, and after read-aloud session; relates story to self; acts out familiar story with puppets*	**Chooses to read on own; seeks information in books; sees self as reader** *e.g., gives reasons for liking a book; looks for other books by favorite author; uses book on birds to identify egg found on nature walk*
45. **Demonstrates understanding of print concepts**	**Forerunners** Points to print on page and says, "Read this" Recognizes logos *e.g., McDonald's* Recognizes book by cover	**Knows that print carries the message** *e.g., points to printed label on shelf and says, "Cars go here"; looking at the name the teacher has written on another child's drawing, says, "Whose is this?"*	**Shows general knowledge of how print works** *e.g., runs finger over text left to right, top to bottom as he pretends to read; knows that names begin with a big letter*	**Knows each spoken word can be written down and read** *e.g., touches a written word for every spoken word in a story; looking at a menu asks, "Which word says* pancakes*?"*
46. **Demonstrates knowledge of the alphabet**	**Forerunners** Participates in songs and fingerplays about letters Points out print in environment *e.g., name on cubby, exit sign*	**Recognizes and identifies a few letters by name** *e.g., points to a cereal box and says, "That's C like in my name"*	**Recognizes and names many letters** *e.g., uses alphabet stamps and names the letters—"D, T, M"*	**Beginning to make letter-sound connections** *e.g., writes a big M and says, "This is for* Mommy*"*
47. **Uses emerging reading skills to make meaning from print**	**Forerunners** Uses familiar logos and words to read print *e.g., cereal logos, "exit" and "stop" signs* Recognizes own name in print and uses it as a cue to find possessions *e.g., cubby, cot, placemat*	**Uses illustrations to guess what the text says** *e.g., looking at* The Three Pigs*, says, "And the wolf blew down the pig's house"*	**Makes judgements about words and text by noticing features (other than letters or words)** *e.g., "That must be Christopher's name because it's so long"; "You didn't write enough words. I said, 'A Book about the Dog Biff,' and you just wrote three words"*	**Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print** *e.g., "That word says* book*"; anticipates what comes next based on pattern in* Brown Bear*; figures out which word says* banana *because he knows it starts with* b

Reading and Writing (continued)

Curriculum Objectives	Developmental Continuum for Ages 3-5			
		I	II	III
48. **Comprehends and interprets meaning from books and other texts**	**Forerunners** Repeats words and actions demonstrated in books *e.g., roars like a lion* Relates story to self and shares information *e.g., after hearing a story about snow says, "I made a snowman"*	**Imitates act of reading in play** *e.g., holds up book and pretends to read to baby doll; takes out phonebook in dramatic play area to make a phone call*	**Compares and predicts story events; acts out main events of a familiar story** *e.g., compares own feelings about baby brother to those of character; re-enacts* Three Billy Goats Gruff	**Retells a story including many details and draws connections between story events** *e.g., says, "The wolf blew the house down because it wasn't strong"; uses flannel board to retell* The Very Hungry Caterpillar
49. **Understands the purpose of writing**	**Forerunners** Watches when others write Pretends to write *(scribble writes)*	**Imitates act of writing in play** *e.g., pretends to write a prescription while playing clinic; scribble writes next to a picture*	**Understands there is a way to write that conveys meaning** *e.g., tells teacher, "Write this down so everyone can read it"; asks teacher, "How do I write* Happy Birthday?*"; says, "That's not writing, that's scribble-scrabble"*	**Writes to convey meaning** *e.g., on drawing for sick friend, writes own name; copies teacher's sign, "Do Not Disturb," to put near block pattern; makes deliberate letter choices during writing attempts*
50. **Writes letters and words**	**Forerunners** Scribbles with crayons Experiments with writing tools such as markers and pencils Draws simple pictures to represent something	**Uses scribble writing and letter-like forms** 	**Writes recognizable letters, especially those in own name** 	**Uses letters that represent sounds in writing words** 



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