



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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With
Alabama Early Learning Guidelines

This document aligns the content in the *Alabama Early Learning Guidelines* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

Alabama Department of Human Resources. (2009). *Alabama early learning guidelines*. Montgomery, AL: Author. Retrieved May 7, 2013 from <http://dhr.alabama.gov/documents/AELG.pdf>

Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

Alabama Early Learning Guidelines	How <i>The Creative Curriculum</i>® for Preschool meets Alabama Early Learning Guidelines
Self-Concept/Emotional Development	
3 Years	
To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	
1. be friendly, laugh often, and be eager to please	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
2. have occasional nightmares and fear of the dark	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
3. often talk to self	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
4. show affection toward children who are younger or get hurt	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
5. sometimes have a special security blanket, stuffed animal or toy for comfort	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
6. need affection, support and comfort when she/he is afraid, hurt or sad	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
7. want to do for herself/himself	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
8. possibly have difficulty adjusting to being away from parents	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world

4 Years	
To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	
1. sometimes become physical/aggressive when angry	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
2. show pride in accomplishments	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
3. often seem selfish and unable to understand taking turns	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
4. demand doing many things for self	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
5. show very different emotions within a short period of time	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
6. show jealousy of others who seem to be taking an adult's attention away from her/him	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
7. desire to please adults	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
8. enjoy being silly/playful	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks

5 Years	
To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.	
1. show many different feelings	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
2. start to understand the feelings of others	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
3. often be able to express feelings in words	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
4. take full responsibility for using the toilet	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
5. be caring and affectionate, especially toward injured children, younger children, and animals	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
6. have better self-control of emotions	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
7. dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
8. enjoy responsibility and have a strong need to feel accepted and powerful	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
9. plan and carry out activities and projects independently	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Social Development	
3 Years	
To develop social interaction skills	
1. sometimes take turns, but will not always be willing to do so	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
2. join in simple games and group activities	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
3. observe other children playing and may join in for a short time	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
4. use objects in pretend play	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
5. become defensive of toys and other possessions	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
6. sit and listen to stories up to ten minutes at a time	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
7. not bother others and dislike being bothered by others while listening to stories	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
8. engage in make-believe play	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

9. begin making friends	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
10. enjoy adult attention	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
11. enjoy sitting with arms around friends, or holding hands	Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend
4 Years	
To develop social interaction skills	
1. be outgoing, friendly, and overly enthusiastic at times	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
2. sometimes have imaginary playmates or companions	Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
3. boast, exaggerate, and make up stories	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
4. cooperate with others and participate in group activities	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
5. enjoy make-believe activities and role-playing	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

6. rely more on verbal expressions than physical aggression	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
7. engage in name-calling and teasing	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
8. develop close friendships with playmates	Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while
5 Years	
To develop social interaction skills	
1. enjoy friendships and often have one or two special playmates	Establishes and sustains positive relationships Makes friends Maintains friendships for several months or more
2. often play cooperatively	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children
3. participate in group play and shared activities	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children
4. enjoy telling jokes and making people laugh	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
5. often follow directions and carry out responsibilities	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
6. continue to ask many questions	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas

7. boast about accomplishments	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
8. argue about many things and have a strong sense of “fairness”	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
9. be independent, yet still want and need help	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
10. enjoy pretend-play	Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days

Language and Literacy Development	
3 Years	
To communicate successfully with others.	
1. answer simple questions appropriately	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
2. engage in conversation by taking turns talking and listening	<p>Uses appropriate conversational and other communication skills</p> <p>Uses social rules of language</p> <p>Uses acceptable language and social rules while communicating with others; may need reminders</p>
3. say nursery rhymes and sing songs	<p>Explores musical concepts and expression</p>
4. ask/gesture for desired objects or assistance	<p>Regulates own emotions and behaviors</p> <p>Takes care of own needs appropriately</p> <p>Seeks to do things for self</p>
5. talk about known objects and people not present	<p>Remembers and connects experiences</p> <p>Recognizes and recalls</p> <p>Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
6. show interest in books	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p>Shows interest in books</p>
7. show interest in written words	<p>Demonstrates knowledge of print and its uses</p> <p>Uses print concepts</p> <p>Shows understanding that text is meaningful and can be read</p>
8. begin to learn “directional” words	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p>
9. talk about the actions of others	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>

10. continue to ask many questions	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
11. join in social interactions	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
12. show interest in seeing her/his name	Demonstrates knowledge about self
4 Years	
To communicate successfully with others.	
1. answer “who?”, “what?”, “when?” “where”, “how?”, and “why?” questions during conversation	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
2. refer to activities and events in the past tense	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
3. match listener’s level of understanding by changing tone of voice and sentence structure	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
4. want to write her/his name	Demonstrates emergent writing skills Writes name Controlled linear scribbles
5. begin to make the connection between spoken and written words	Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow
6. use detailed sentence structure to describe events and activities	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences

7. recite rhymes and sing simple songs	Explores musical concepts and expression
8. answer appropriately when asked what to do if tired, cold, or hungry	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
9. give first and last name, family members' names, gender (girl or boy), and telephone number	Demonstrates knowledge about self
5 Years	
To communicate successfully with others.	
1. have a vocabulary of 1500 words or more	Uses language to express thoughts and needs Speaks clearly Pronounces multisyllabic or unusual words correctly
2. tell familiar stories using pictures	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
3. identify and name colors	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
4. use sentences with 7 words or more	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
5. state the name of city/ town where child lives, birthday, and family members' names	Demonstrates knowledge about self
6. want to read and act out stories	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
7. have speech that is nearly 100% understandable	Uses language to express thoughts and needs Speaks clearly Pronounces multisyllabic or unusual words correctly

8. practice writing skills	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
9. use past tense of verbs	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
10. understand singular and plural nouns	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
11. define simple words by their use	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
12. answer telephone appropriately and call person to the telephone or take a message	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
13. use “would” and “could” appropriately	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
14. ask “why?” questions	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
15. write her/his name	Demonstrates emergent writing skills Writes name Accurate name
16. speak home language	Uses language to express thoughts and needs Speaks clearly Pronounces multisyllabic or unusual words correctly
17. show interest in social and workplace roles	Shows basic understanding of people and how they live

Physical Development	
3 Years	
To help children develop physical skills necessary to move and do in the world	
1. walk, jump, hop, and run on two feet	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences
2. throw and catch a large ball with some success	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
3. hold crayon or marker between first two fingers and thumb	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
4. begin to cut with scissors	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
5. feed self without assistance	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
6. walk up and down stairs independently, using alternating feet	Demonstrates traveling skills Moves purposefully from place to place with control
7. balance momentarily on one foot	Demonstrates balancing skills Sustains balance during simple movement experiences
8. hop on one foot, kick a large ball, and jump in place	Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements

4 Years	
To help children develop physical skills necessary to move and do in the world	
1. walk forward on a straight line, hop on one foot, and cross legs when sitting on the floor	Demonstrates balancing skills Sustains balance during complex movement experiences
2. pedal and steer a wheeled toy with confidence and skill	Demonstrates traveling skills Moves purposefully from place to place with control
3. climb ladders, steps, trees, and playground equipment	Demonstrates traveling skills Coordinates complex movements in play and games
4. throw a ball overhand	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
5. jump over or from objects five or six inches high and land with both feet together	Demonstrates balancing skills Sustains balance during complex movement experiences
6. run, stop, start, and move around objects with ease	Demonstrates traveling skills Coordinates complex movements in play and games
7. build a tower with ten or more blocks, using dominant hand	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
8. form shapes and objects out of clay/play dough	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
9. paint, draw, and describe the picture	Explores the visual arts
10. make shapes and letters	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms Explores the visual arts
11. hold a crayon or marker, using the first two fingers and thumb	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

12. become more accurate at hitting nails and pegs with a hammer	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
13. thread small beads on a string	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
14. pick up puzzle pieces and manipulate the pieces into place	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
5 Years	
To help children develop physical skills necessary to move and do in the world	
1. walk, run, hop on one foot, jump, slide from side to side and begin to skip	Demonstrates traveling skills Coordinates complex movements in play and games
2. throw and catch a large ball easily	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
3. hold crayons, pencils and paint brushes in more adult-like grasp	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Uses three-point finger grip and efficient hand placement when writing and drawing
4. use thumb and individual fingers to pick up small objects	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
5. walk backwards, heel to toe, balance on either foot with good control for ten seconds and walk a balance beam	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences

6. probably learn to do a forward roll	Demonstrates traveling skills Coordinates complex movements in play and games
7. bend to touch toes without flexing knees	Demonstrates balancing skills Sustains balance during complex movement experiences
8. ride a tricycle or wheeled toy with speed and skillful steering, and probably learn to ride a bicycle	Demonstrates traveling skills Coordinates complex movements in play and games
9. build three-dimensional structures with small cubes by copying from a model	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements

Cognitive Development	
3 Years	
To help children develop problem solving abilities and concept attainment	
1. listen attentively to age-appropriate stories	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
2. sort objects based on shape or color	<p>Uses classification skills</p> <p>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
3. enjoy interaction, stories, and activities with riddles, guessing, and suspense	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
4. name and match primary colors	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p> <p>Uses classification skills</p> <p>Matches similar objects</p>
5. pretend to read to others	<p>Comprehends and responds to books and other texts</p> <p>Uses emergent reading skills</p> <p>Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
6. act out real life situations	<p>Uses symbols and images to represent something not present</p> <p>Engages in sociodramatic play</p> <p>Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
7. draw a circle, a square, and some letters	<p>Demonstrates emergent writing skills</p> <p>Writes to convey meaning</p> <p>Mock letters or letter-like forms</p>

8. understand and point to a triangle, a circle, and a square	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
9. enjoy stories that give real information	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
10. have an interest in changing things in her/his environment	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
11. be interested in who has more or less	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
12. continue to have an interest in counting	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
13. notice how people are alike and different	Shows basic understanding of people and how they live
4 Years	
To help children develop problem solving abilities and concept attainment	
1. have an interest in the order of things	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
2. have an interest in how stories, finger plays, and songs look in writing	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read

3. have an interest in acting out stories	Explores drama through actions and language
4. name about 10 letters, especially those in their name	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
5. enjoy using words and creating silly language	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
6. be interested in books	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
7. enjoy learning about how things grow and operate	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
8. understand the sequence of daily events	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
9. have an interest in playing school	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
10. have a growing interest in letters and numbers	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
11. have a vivid imagination	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
12. have an interest in day and night, before and after, and coming and going	Compares and measures Makes simple comparisons between two objects

13. have an interest in things real and not real	<p>Uses symbols and images to represent something not present</p> <p>Engages in sociodramatic play</p> <p>Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
14. follow a two-step direction	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
15. begin to picture read very simple picture books with a few words	<p>Demonstrates knowledge of print and its uses</p> <p>Uses print concepts</p> <p>Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p>
16. recognize several printed words	<p>Demonstrates knowledge of print and its uses</p> <p>Uses print concepts</p> <p>Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p>
17. tell if paired words are the same or different in sound	<p>Demonstrates phonological awareness</p> <p>Notices and discriminates smaller and smaller units of sound</p> <p>Verbally separates and blends onset and rime</p>
18. write a few capital letters	<p>Demonstrates emergent writing skills</p> <p>Writes to convey meaning</p> <p>Letter strings</p>
19. possibly print own name	<p>Demonstrates emergent writing skills</p> <p>Writes name</p> <p>Partially accurate name</p>
20. understand the concept of size and amount	<p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

5 Years	
To help children develop problem solving abilities and concept attainment	
1. build with small and large blocks	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
2. understand the concept of same shape and size	<p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
3. sort objects on the basis of both color and shape	<p>Uses classification skills</p> <p>Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</p>
4. sort a variety of objects in a group that have one thing in common	<p>Uses classification skills</p> <p>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
5. understand the concept of smallest and shortest	<p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
6. recognize many letters and some sounds	<p>Demonstrates knowledge of the alphabet</p> <p>Identifies and names letters</p> <p>Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</p> <p>Demonstrates knowledge of the alphabet</p> <p>Uses letter–sound knowledge</p> <p>Identifies the sounds of a few letters</p>
7. begin to understand time concepts	<p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

8. begin to relate clock time to the daily schedule	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
9. probably be able to tell time on the hour	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
10. count to 20 and above	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
11. recognize numbers from one to ten	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
12. identify objects in a series (first, second, last)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
13. understand the concept of “less than”	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
14. understand the concept of “one-half”	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
15. know the purpose of a calendar	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
16. recognize and identify a penny, a nickel, and a dime	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers