

# The Creative Curriculum® for Kindergarten

## Scope and Sequence for Kindergarten

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Kindergarten* and the sequence in which they are introduced. When you use the complete curriculum (including *Teaching Guides*, *Intentional Teaching Cards™*, *Mighty Minutes®*, *Teaching Strategies® Children's Book Collection*, *Book Discussion Cards™*, *Highlights High Five Bilingüe™*, *Book Conversation Cards™*, and the *3-Step Instruction Cards*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

Each student and each classroom are unique. Understanding children's unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are.

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

### Areas of Development and Learning: Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics

Area of Development and Learning	Objective	Progressions of Development and Learning—Sample Indicators		
		Beginning of the Year	Middle of the Year	End of the Year
Social–Emotional	Self-regulation	<ul style="list-style-type: none"> <li>• Is able to look at a situation differently or delay gratification</li> <li>• Manages classroom rules, routines, and transitions with occasional reminders</li> <li>• Begins to take responsibility for own well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to control strong emotions in an appropriate manner most of the time</li> <li>• Applies basic rules in new but similar situations</li> <li>• Takes responsibility for own well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Controls strong emotions in an appropriate manner most of the time</li> <li>• Begins to understand and explain reasons for rules</li> <li>• Begins to practice skills to reach desired level of personal achievement</li> </ul>
	Positive relationships	<ul style="list-style-type: none"> <li>• Begins to engage with trusted adults as resources and to share mutual interests</li> <li>• Identifies basic emotional reactions of others and their causes accurately</li> <li>• Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> <li>• Establishes a special friendship with one other child, but the friendship might only last a short while</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with trusted adults as resources and to share mutual interests</li> <li>• Begins to recognize that others' feelings about a situation might be different from his own</li> <li>• Begins to interact cooperatively in groups of four or five children</li> <li>• Begins to maintain friendships for several months or more; begins to form friendships around similar interests</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with trusted adults as resources and to share mutual interests</li> <li>• Recognizes that others' feelings about a situation might be different from his own</li> <li>• Interacts cooperatively in groups of four or five children</li> <li>• Maintains friendships for several months or more; forms friendships around similar interests</li> </ul>

Area of Development and Learning	Objective	Progressions of Development and Learning—Sample Indicators		
		Beginning of the Year	Middle of the Year	End of the Year
<b>Social–Emotional,</b> <i>continued</i>	Group participation	<ul style="list-style-type: none"> <li>• Initiates the sharing of materials in the classroom and outdoors</li> <li>• Suggests solutions to social problems</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to cooperate and share ideas and materials in socially acceptable ways</li> <li>• Begins to resolve social problems through basic negotiation and compromise</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates and shares ideas and materials in socially acceptable ways</li> <li>• Resolves social problems through basic negotiation and compromise</li> </ul>
<b>Physical</b>	Traveling skills	<ul style="list-style-type: none"> <li>• Begins to coordinate increasingly complex movements in play and games</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates increasingly complex movements in play and games</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use a variety of traveling movements, varying speed, pathways, and directions</li> </ul>
	Balancing skills	<ul style="list-style-type: none"> <li>• Begins to sustain balance during complex movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to demonstrate how to balance on different body parts at varying levels while making different poses</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates how to balance on different body parts at varying levels while making different poses</li> </ul>
	Gross-motor manipulative skills	<ul style="list-style-type: none"> <li>• Begins to manipulate balls or similar objects with a full range of motion</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to manipulate balls or similar objects, propelling them away from the body and receiving and controlling them with increased accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates balls or similar objects, propelling them away from the body and receiving and controlling them with increased accuracy</li> </ul>
	Fine-motor skills	<ul style="list-style-type: none"> <li>• Begins to use small, precise finger and hand movements</li> <li>• Begins to use three-point finger grip and efficient hand placement when writing and drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses small, precise finger and hand movements</li> <li>• Uses three-point finger grip and efficient hand placement when writing and drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses small, precise finger and hand movements</li> <li>• Uses three-point finger grip and efficient hand placement when writing and drawing</li> </ul>

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<b>Language</b>	Listening to and understanding complex language	<ul style="list-style-type: none"> <li>• Begins to respond appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; begins to offer opposites for frequently occurring verbs and adjectives; begins to understand the difference between similar action verbs</li> <li>• Begins to follow detailed, instructional, multistep directions</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</li> <li>• Follows detailed, instructional, multistep directions</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</li> <li>• Begins to ask for clarification in order to understand complex directions; begins to carry out directions with five to six steps</li> </ul>
	Expressive language	<ul style="list-style-type: none"> <li>• Describes and tells the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Begins to use long, complex sentences and follows most grammatical rules; begins to use common verbs and nouns</li> <li>• Tells stories about other times and places that have a logical order and that include major details</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to incorporate new, less familiar, or technical words in everyday conversations; begins to correctly use new meanings for familiar words</li> <li>• Begins to pronounce multisyllabic or unusual words correctly; begins to speak audibly</li> <li>• Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns</li> <li>• Begins to tell elaborate stories that refer to other times and places</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates new, less familiar, or technical words in everyday conversations; correctly uses new meanings for familiar words</li> <li>• Pronounces multisyllabic or unusual words correctly; speaks audibly</li> <li>• Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns</li> <li>• Tells elaborate stories that refer to other times and places</li> </ul>
	Conversational and other communication skills	<ul style="list-style-type: none"> <li>• Begins to engage in complex, lengthy conversations of five or more exchanges</li> <li>• Begins to use acceptable language and basic social rules during communication with others</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in complex, lengthy conversations of five or more exchanges</li> <li>• Uses acceptable language and basic social rules during communication with others</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in complex, lengthy conversations of five or more exchanges</li> <li>• Uses acceptable language and basic social rules during communication with others</li> </ul>

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<b>Cognitive</b>	Positive approaches to learning	<ul style="list-style-type: none"> <li>• Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> <li>• Plans and pursues a variety of appropriately challenging tasks</li> <li>• Solves problems without having to try every possibility</li> <li>• Shows eagerness to learn about a variety of topics and ideas</li> <li>• Begins to change plans if a better idea is thought of or proposed</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to sustain attention to tasks or projects over time; begins to be able to return to activities after interruptions</li> <li>• Begins to plan and pursue own goal until it is reached</li> <li>• Begins to think problems through, considering several possibilities and analyzing results</li> <li>• Begins to use a variety of resources to find answers to questions; begins to participate in grade-appropriate research projects</li> <li>• Thinks through possible long-term solutions and takes on more abstract challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains attention to tasks or projects over time; can return to activities after interruptions</li> <li>• Plans and pursues own goal until it is reached</li> <li>• Thinks problems through, considering several possibilities and analyzing results</li> <li>• Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</li> <li>• Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules</li> </ul>
	Remembering and connecting experiences	<ul style="list-style-type: none"> <li>• Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</li> <li>• Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use a few deliberate strategies to remember information</li> <li>• Begins to generate a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a few deliberate strategies to remember information</li> <li>• Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>
	Classification	<ul style="list-style-type: none"> <li>• Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to group similar objects by more than one characteristic at the same time; begins to switch sorting rules when asked and explain the reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons</li> </ul>
	Symbolic thinking and representation	<ul style="list-style-type: none"> <li>• Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to represent objects, places and ideas with increasingly abstract symbols</li> <li>• Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</li> </ul>	<ul style="list-style-type: none"> <li>• Represents objects, places and ideas with increasingly abstract symbols</li> <li>• Begins to create rich dialogue, props, costumes, scenery, and sound effects to support role play</li> </ul>

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		Beginning of the Year	Middle of the Year	End of the Year
Literacy	Phonological awareness, phonics skills, and word recognition	<ul style="list-style-type: none"> <li>Decides whether two words rhyme</li> <li>Shows awareness that some words begin the same way</li> <li>Shows awareness of separate syllables in words</li> <li>Shows understanding that a specific sequence of letters represents a spoken word</li> </ul>	<ul style="list-style-type: none"> <li>Begins to generate a group of rhyming words when given a word</li> <li>Matches beginning sounds of some words</li> <li>Verbally blends and separates onset and rime in one-syllable words</li> <li>Begins to decipher a few words using the letter-sound associations of most consonants and the five major vowels; begins to notice different letter sounds in similarly spelled words</li> </ul>	<ul style="list-style-type: none"> <li>Generates a group of rhyming words when given a word</li> <li>Isolates and identifies the beginning sound of a word</li> <li>Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant words; reads common high-frequency words</li> <li>Deciphers a few words using the letter-sound associations of most consonants and the five major vowels; notices different letter sounds in similarly spelled words</li> </ul>
	Knowledge of alphabet	<ul style="list-style-type: none"> <li>Recognizes and names as many as 10 letters, especially those in own name</li> <li>Identifies the sounds of a few letters</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</li> <li>Begins to produce at least one correct sound for each letter in the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names all upper- and lowercase letters when presented in random order</li> <li>Produces short and long vowel sounds and most frequent sounds for each consonant</li> </ul>
	Knowledge of print and its uses	<ul style="list-style-type: none"> <li>Knows some features of a book; connects specific books to authors</li> <li>Indicates where to start reading and the direction to follow</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use various types of books for their intended purposes</li> <li>Shows awareness of various features of print; letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Uses various types of books for their intended purposes</li> <li>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</li> </ul>

Area of Development and Learning	Objective	Progressions of Development and Learning—Sample Indicators		
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<b>Literacy, <i>continued</i></b>	Comprehension of and response to books and other texts	<ul style="list-style-type: none"> <li>• Asks and answers questions about the text; refers to the picture</li> <li>• Begins to pretend to read, reciting language that closely matches the text on each page and using reading-like intonation</li> <li>• Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies story-related problems, events, and resolutions during conversations with an adult</li> <li>• Begins to try to match oral language to words on page; begins to point to words as he reads</li> <li>• Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</li> <li>• Begins to use different strategies to make meaning from print</li> <li>• Begins to read and comprehend emergent reader texts and other print materials</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</li> <li>• Tries to match oral language to words on page; points to words as he reads</li> <li>• Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines</li> <li>• Uses different strategies to make meaning from print</li> <li>• Reads and comprehends emergent reader texts and other print materials</li> </ul>
	Writing skills	<ul style="list-style-type: none"> <li>• Writes partially accurate first name</li> <li>• Uses drawing, dictation, and early invented spelling to convey a message</li> </ul>	<ul style="list-style-type: none"> <li>• Writes accurate first name</li> <li>• Begins to produce very simple compositions using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</li> <li>• Begins to print many upper- and lowercase letters; begins to write a letter or combination of letters for most consonants and short vowel sounds; begins to use basic capitalization; begins to write simple words phonetically based on knowledge of sound-letter relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Produces very simple compositions using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</li> <li>• Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization; writes simple words phonetically based on knowledge of sound-letter relationships</li> </ul>

Area of Development and Learning	Objective	Progressions of Development and Learning—Sample Indicators		
		Beginning of the Year	Middle of the Year	End of the Year
<b>Mathematics</b>	Number concepts and operations	<ul style="list-style-type: none"> <li>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</li> <li>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same; counts all or counts on to find out how many</li> <li>Identifies numerals to 10 by name and connects each to counted objects</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use number names while counting to 100 by 1s and 10s; begins to count 30 objects accurately; begins to tell what number comes before and after a specified number up to 20</li> <li>Begins to solve simple equal share problems; begins to make sets of 11–20 objects and then describe the parts</li> <li>Begins to identify numerals to 20 by name and connect each to counted objects; begins to represent how many by writing one-digit numerals and some two-digit numerals</li> <li>Begins to indicate base-ten equivalents for numbers 11–19 using objects and drawings; possibly begins to use simple equations</li> <li>Begins to solve addition and subtraction word problems of whole numbers within 10 using a variety of strategies; begins to make number pairs within 10</li> <li>Begins to add and subtract whole numbers fluently within five</li> </ul>	<ul style="list-style-type: none"> <li>Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</li> <li>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</li> <li>Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</li> <li>Indicates base-ten equivalents for numbers 11–19 using objects and drawings; may use simple equations</li> <li>Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies; makes number pairs within 10</li> <li>Adds and subtracts whole numbers fluently within five</li> </ul>
	Spatial relationships and shapes	<ul style="list-style-type: none"> <li>Uses and responds appropriately to positional words indicating location, direction, and distance</li> <li>Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use and make simple sketches, models, or pictorial maps to locate objects</li> <li>Begins to show that shapes remain the same when they are moved, turned, flipped, or slid; begins to break apart or combine shapes to create different shapes and sizes</li> </ul>	<ul style="list-style-type: none"> <li>Uses and makes simple sketches, models, or pictorial maps to locate objects</li> <li>Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</li> </ul>
	Comparison and measurement	<ul style="list-style-type: none"> <li>Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</li> <li>Relates time to daily routines and schedule</li> <li>Begins to create and read simple graphs; begins to use simple comparison and ordinal terms to describe findings</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use measurement words and some standard measurement tools accurately</li> <li>Begins to use some time measurement words and tools</li> <li>Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</li> </ul>	<ul style="list-style-type: none"> <li>Uses measurement words and some standard measurement tools accurately</li> <li>Uses some time measurement words and tools</li> <li>Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</li> </ul>
	Knowledge of patterns	<ul style="list-style-type: none"> <li>Extends and creates simple repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Begins to recognize, create, and explain more complex repeating and simple growing patterns</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes, creates, and explains more complex repeating and simple growing patterns</li> </ul>