



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

Alignment of *The Creative Curriculum*[®] for Preschool
With
Massachusetts Curriculum Framework for ELA and Mathematics

This document aligns the content in the *Massachusetts Curriculum Framework for English Language Arts and Literacy* and *Massachusetts Curriculum Framework for Mathematics* 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

- Massachusetts Department of Elementary and Secondary Education. (2011). *Massachusetts curriculum framework for english language arts and literacy*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/ela/0111.pdf>
- Massachusetts Department of Elementary and Secondary Education. (2011). *Massachusetts curriculum framework for mathematics*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/math/0311.pdf>
- Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

Massachusetts Curriculum Framework for ELA and Mathematics	How <i>The Creative Curriculum</i>® for Preschool meets Massachusetts Curriculum Framework for ELA and Mathematics
Mathematics	
Prekindergarten	
PK.CC. Counting and Cardinality	
Know number names and the counting sequence.	
MA.1. Listen to and say the names of numbers in meaningful contexts.	Uses number concepts and operations Counts Verbally counts
MA.2. Recognize and name written numerals 0–10.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
Count to tell the number of objects.	
MA.3. Understand the relationships between numerals and quantities up to ten.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
Compare numbers.	
MA.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
MA.5. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.	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

PK.OA. Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
MA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
PK.MD. Measurement and Data	
Describe and compare measurable attributes.	
MA.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).	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
MA.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.	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
Classify objects and count the number of objects in each category.	
MA.3. Sort, categorize, and classify objects by more than one attribute.	Uses classification skills Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
Work with money.	
MA.4. Recognize that certain objects are coins and that dollars and coins represent money.	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

PK.G. Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles).	
MA.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
MA.2. Identify various two-dimensional shapes using appropriate language.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Analyze, compare, create, and compose shapes.	
MA.3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as popsicle sticks, blocks, pipe cleaners, pattern blocks).	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

English Language Arts and Literacy	
Prekindergarten	
Reading	
RL. Literature	
Key Ideas and Details	
MA.1. With prompting and support, ask and answer questions about a story or poem read aloud.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
MA.2. With prompting and support, retell a sequence of events from a story read aloud.	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
MA.3. With prompting and support, act out characters and events from a story or poem read aloud.	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 Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts

Craft and Structure	
MA.4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<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> <p>Comprehends and responds to books and other texts</p> <p>Interacts during read-alouds and book conversations</p> <p>Asks and answers questions about the text; refers to pictures</p>
MA.6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.	<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>
Integration of Knowledge and Ideas	
MA.7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	<p>Comprehends and responds to books and other texts</p> <p>Interacts during read-alouds and book conversations</p> <p>Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p> <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>

MA.8.A. Respond to a regular beat in poetry and song by movement or clapping.	Explores musical concepts and expression
MA.9. With prompting and support, make connections between a story or poem and one's own experiences.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Range of Reading and Level of Text Complexity	
MA.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
RI. Informational Text	
Key Ideas and Details	
MA.1. With prompting and support, ask and answer questions about an informational text read aloud.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
MA.2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures

<p>MA.3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>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</p>
<p>Craft and Structure</p>	
<p>MA.4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.</p>	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p>
<p>MA.6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).</p>	<p>Comprehends and responds to books and other texts Uses emergent reading skills 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> <p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>

Integration of Knowledge and Ideas	
MA.7. With prompting and support, describe important details from an illustration or photograph.	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>
MA.9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
Range of Reading and Level of Text Complexity	
MA.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
RF. Foundational Skills	
Print Concepts	
MA.1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	
MA.1.a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>

MA.1.d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
Phonological Awareness	
MA.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
MA.2.a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme
MA.2.b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences
MA.2.c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.	Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words
Phonics and Word Recognition	
MA.3. Demonstrate beginning understanding of phonics and word analysis skills.	
MA.3.a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").	Demonstrates knowledge of the alphabet Uses letter-sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds
MA.3.c. Recognize one's own name and familiar common signs and labels (e.g., STOP).	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

Writing	
Text Types and Purposes	
MA.1. Dictate words to express a preference or opinion about a topic (e.g., “ I would like to go to the fire station to see the truck and meet the firemen.”).	Demonstrates emergent writing skills Writes to convey meaning Letter strings
MA.2. Use a combination of dictating and drawing to explain information about a topic.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Demonstrates emergent writing skills Writes to convey meaning Letter strings
MA.3. Use a combination of dictating and drawing to tell a real or imagined story.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Demonstrates emergent writing skills Writes to convey meaning Letter strings
Production and Distribution of Writing	
MA.6. Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words	Uses tools and other technology to perform tasks
Speaking and Listening	
Comprehension and Collaboration	
MA.1. Participate in collaborative conversations with diverse partners during daily routines and play.	
MA.1.a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders

MA.1.b. Continue a conversation through multiple exchanges.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in conversations of at least three exchanges</p>
MA.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	<p>Remembers and connects experiences</p> <p>Recognizes and recalls</p> <p>Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <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>
MA.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation</p> <p>Shows eagerness to learn about a variety of topics and ideas</p>
Presentation of Knowledge and Ideas	
MA.4. Describe personal experiences; tell real or imagined stories.	<p>Uses language to express thoughts and needs</p> <p>Tells about another time or place</p> <p>Tells stories about other times and places that have a logical order and that include major details</p>
MA.5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.	<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>
MA.6. Speak audibly and express thoughts, feelings, and ideas.	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Is understood by most people; may mispronounce new, long, or unusual words</p>

Language	
Conventions of Standard English	
MA.1. Demonstrate use of oral language in informal everyday activities.	
MA.1.b. Use frequently occurring nouns and verbs.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
MA.1.c. Form regular plural nouns.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
MA.1.d. Understand and use question words (e.g., who, what, where, when, why, how).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
MA.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
MA.1.f. Demonstrate the ability to speak in complete sentences.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
MA.1.g. Use vocabulary in the Massachusetts Curriculum Framework for Mathematics pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.	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

Vocabulary Acquisition and Use	
MA.4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.	
MA.4.a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).	<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>
MA.5. With guidance and support from adults, explore word relationships and nuances of word meanings.	
MA.5.a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).	<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>
MA.5.c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).	<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>
MA.6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	<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>