

Alignment of



The Creative Curriculum® *for* Preschool



WITH

The Creative Curriculum® for Preschool

aligned to

Revised Tennessee Early Learning Developmental Standards for Four-Year-Olds

Standards adopted 2018

STRAND / STANDARD / COURSE	PK.AL	Approaches to Learning (PK.AL)
CONCEPTUAL STRAND / GUIDING QUESTION		Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.1	Independently interact with a variety of materials through multiple play activities. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M08, “Ice Cubes” • Intentional Teaching Card P02, “Play Dough Weaving” • Buildings Study, Investigation 2, Day 3, Choice Time p.45
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.2	Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination). <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card LL06, “Dramatic Story Retelling” • Clothes Study, Investigation 2, Day 1, Choice Time p.41 • Balls Study, Investigation 4, Day 3, Choice Time p.55
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.3	Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Trees Study, Investigation 1, Day 3, Choice Time p.33 • Clothes Study, Investigation 3, Day 3, Choice Time p.54 • Clothes Study, Investigation 5, Day 2, Choice Time p.72
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CR.4	Demonstrate a willingness to engage in new experiences and activities. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Mighty Minutes 26, “Echo Clapping” • Intentional Teaching Card P33, “Obstacle Course” • Intentional Teaching Card SE26, “Making a Mural”
STRAND / STANDARD / COURSE	PK.AL	Approaches to Learning (PK.AL)
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Regulation: Engage in learning to effectively plan and problem solve.

GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.SR.5	Maintain focus appropriate to completing a task and/or learning activity. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card M21, “Geoboards” • Balls Study, Investigation 1, Outdoor Experiences p.27 • Buildings Study, Investigation 3, Day 3, Choice Time p. 56
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.SR.6	Persist in solving a problem or question, with adult prompting. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL63, “Investigating & Recording” • Beginning the Year, Focus Question 5, Day 4, Large Group p.62 • Intentional Teaching Card M13, “Nursery Rhyme Count”
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.SR.7	Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card M23, “Putting Puzzles Together” • Intentional Teaching Card SE21, Sunshine Message Board” • Buildings Study, Investigation 4, Day 2, Read-Aloud p.67
STRAND / STANDARD / COURSE	PK.AL	Approaches to Learning (PK.AL)
CONCEPTUAL STRAND / GUIDING QUESTION		Critical Thinking: Actively inquire and reflect about new ideas and activities.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CT.8	Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if). <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Trees Study, Investigation 2, Day 4, Large Group p.46 • Reduce, Reuse, Recycle Study, Investigation 2, Day 2, Large Group p.38 • Intentional Teaching Card SE10, “My Turn at the Microphone”
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CT.9	Demonstrate an awareness of connection between prior and new knowledge. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL54, “Asking Questions” • Clothes Study, Investigation 1, Day 3, Large Group p.32 • Reduce, Reuse, Recycle Study, Investigation 2, Day 4, Choice Time p.42
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CT.10	Identify a problem and attempt multiple ways to solve it, with or without assistance. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card SE08, “Group Problem Solving” • Buildings Study, Investigation 4, Day 3, Large Group p.68 • Balls Study, Investigation 4, Day 2, Large Group p.52

STRAND / STANDARD / COURSE	PK.AL	Approaches to Learning (PK.AL)
CONCEPTUAL STRAND / GUIDING QUESTION		Communication: Actively engage in conversations with adults and peers.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CO.11	<p>Ask and respond to questions with peers and adults in individual and group activities.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Book Discussion Card 01, “Caps for Sale” • Beginning the Year, Ministudy, Day 3, Large Group p.84 • Intentional Teaching Card SE10, “My Turn at the Microphone”
GUIDING QUESTION / LEARNING EXPECTATION	AL.PK.CO.12	<p>Seek assistance and/or information when needed to complete a task.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL63, “Investigating & Recording” • Intentional Teaching Card M24, “Matzo Balls” • Clothes Study, Investigation 2, Day 1, Choice Time p.41
STRAND / STANDARD / COURSE	PK.AL	Approaches to Learning (PK.AL)
CONCEPTUAL STRAND / GUIDING QUESTION		Collaboration: Actively engage in learning with other people.
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CB.13	<p>Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Trees Study, Investigation 2, Day 5, Choice Time p.49 • Intentional Teaching Card SE14, “Playing Together” • Intentional Teaching Card P22, “Follow the Leader”
GUIDING QUESTION / LEARNING EXPECTATION	PK.AL.CB.14	<p>Demonstrate a willingness to collaborate with others to solve a problem.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE08, “Group Problem Solving” • Intentional Teaching Card SE11, “Great Groups” • Intentional Teaching Card SE25, “What Can We Build Together?”
STRAND / STANDARD / COURSE	PK.SPC	Social and Personal Competencies (PK.SPC)
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.

GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.1	Express feelings, needs, opinions, and desires in a way which is appropriate to the situation. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card SE03, “Calm-Down Place” • Intentional Teaching Card SE17, “Supporting Children to Use Their Words” • Intentional Teaching Card SE24, “I Don’t Like That!”
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.2	Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card, SE05, “Character Feelings” • Intentional Teaching Card SE06, “Talk About Feelings” • Book Discussion Card 07, “Just Like Josh Gibson”
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.3	Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture). <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 1, Day 5, Choice Time p.24 • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card SE10, “My Turn at the Microphone”
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.4	Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 1, Day 3, Choice Time p.21 • Intentional Teaching Card SE11, “Great Groups” • Intentional Teaching Card SE12, “Classroom Jobs”
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.5	Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Buildings Study, Investigation 4, Day 3, Choice Time p.69 • Intentional Teaching Card P06, “Catching With a Scoop” • Intentional Teaching Card SE18, “Encouragement”
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.6	Seek and accept guidance from primary caregivers, teachers, and other familiar adults. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card SE13, “Conflict Resolution” • Intentional Teaching Card SE18, “Encouragement” • Intentional Teaching Card SE22, “When, Then Statements”

GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.7	<p>Demonstrate an understanding of rules through actions and conversations</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE09, “Big Rule, Little Rule” • Intentional Teaching Card SE23, “Related Consequences” • Beginning the Year, Focus Question 3, Day 2, Large Group p.38
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SA.8	<p>Use materials purposefully, safely, and respectfully as set by group rules.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE09, “Big Rule, Little Rule” • Beginning the Year, Focus Question 3, Day 3, Large Group p.40 • Trees Study, Investigation 6, Day 3, Choice Time p.90
STRAND / STANDARD / COURSE	PK.SPC	Social and Personal Competencies (PK.SPC)
CONCEPTUAL STRAND / GUIDING QUESTION		Self-Management: Understand and use strategies for managing emotions and behaviors constructively.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SM.1	<p>Express feelings, needs, opinions, and desires and begin to identify causal relationships.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE03, “Calm-Down Place” • Intentional Teaching Card SE24, “I Don’t Like That!” • Beginning the Year, Focus Question 2, Day 2, Choice Time p.31
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SM.2	<p>Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 6, Day 2, Large Group p.66 • Intentional Teaching Card SE25, “What Can We Build Together?” • Mighty Minutes 76, “Describing Things”
STRAND / STANDARD / COURSE	PK.SPC	Social and Personal Competencies (PK.SPC)
CONCEPTUAL STRAND / GUIDING QUESTION		Social Awareness: Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SCA.1	<p>Show empathy and caring for others.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE21, “Sunshine Message Board” • Book Discussion Card 09, “The Adventures of Gary & Harry” • Book Discussion Card 17, “Charlie Anderson”

GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.SCA.2	Demonstrate an understanding of how personal choices impact others. <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Card SE14, “Playing Together” • Intentional Teaching Card SE25, “What Can We Build Together?” • Intentional Teaching Card SE26, “Making a Mural”
STRAND / STANDARD / COURSE	PK.SPC	Social and Personal Competencies (PK.SPC)
CONCEPTUAL STRAND / GUIDING QUESTION		Relationship Skills: Use positive communication skills to interact effectively with others.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.1	Seek assistance and/or information when needed to complete a task. <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Card SE12, “Classroom Jobs” • Intentional Teaching Card M48, “Wash Day” • Intentional Teaching Card LL46, “Storyboard”
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.2	Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Card SE04, “Actively Listening to Children” • Beginning the Year, Focus Question 2, Day 1, Large Group p.28 • Clothes Study, Celebrating Learning, Day 2 Choice Time p.110
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.3	Initiate play and interact positively with another child or children. <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Card SE14, “Playing Together” • Intentional Teaching Card SE25, “What Can We Build Together?” • Intentional Teaching Card SE26, “Making a Mural”
GUIDING QUESTION / LEARNING EXPECTATION	PK.SPC.RS.4	Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play. <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Card SE19, “Friendship & Love Cards” • Intentional Teaching Card SE21, “Sunshine Message Board” • Beginning the Year, Focus Question 6, Day 2, Small Group p.69
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1	Reading Standards Key Ideas and Details – Standard #1 R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.KID.1	With modeling, prompting, and support, ask and answer questions about informational text read aloud <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL23, “Playing With Environmental Print” • Intentional Teaching Card LL63, Investigating & Recording • Buildings Study, Investigation 2, Day 4, Large Group p.46
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.KID.1	With modeling, prompting, and support, ask, and answer questions about a story read aloud. <i><u>The Creative Curriculum® for Preschool</u></i> • Book Discussion Card 12, “Abiyoyo” • Book Discussion Card 20, “Wemberly Worried” • Balls Study, Investigation 5, Day 1, Read-Aloud p.63
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2	Reading Standards Key Ideas and Details – Standard #2 R.KID.2 Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.KID.2	With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities <i><u>The Creative Curriculum® for Preschool</u></i> • Clothes Study, Investigation 7, Day 2, Read-Aloud p.93 • Intentional Teaching Card LL40, “What Was for Breakfast?” • Intentional Teaching Card LL59, “Question Basket”
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.KID.2	With prompting and support, orally retell familiar stories including details. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL06, “Dramatic Story Retelling” • Intentional Teaching Card LL62, “Retelling Wordless Books” • Book Discussion Card 05, “The Little Red Hen”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3	Reading Standards Key Ideas and Details – Standard #3 R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.KID.3	With prompting and support, orally identify the connection between information in a text to personal experience or other text <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL63, “Investigating & Recording” • Reduce, Reuse, Recycle Study, Celebrating Learning, Day 1, Read-Aloud p.85 • Beginning the Year, Ministudy, Day 5, Read-Aloud p.89

GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.KID.3	With prompting and support, orally identify characters, settings, and events from a familiar story. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL06, “Dramatic Story Retelling” • Intentional Teaching Card LL62, “Retelling Wordless Books” • Book Discussion Card 01, “Caps for Sale”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4	Reading Standards Craft and Structure – Standard #4 R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.CS.4	With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL15, “Textured Letters” • Intentional Teaching Card LL43, “Introducing New Vocabulary” • Intentional Teaching Card LL63, “Investigating & Recording”
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.CS.4	With prompting and support, respond to questions about the meaning of unknown words in a story. <i><u>The Creative Curriculum® for Preschool</u></i> • Book Discussion Card 02, “The Mitten” • Book Discussion Card 11, “Radio Man” • Balls Study, Investigation 3, Day 1, Read-Aloud p.45
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5	Reading Standards Craft and Structure – Standard #5 R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.CS.5	Recognize various text features. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL17, “Walk a Letter” • Intentional Teaching Card LL21, “Buried Treasures” • Intentional Teaching Card LI24, “Lemonade”
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.CS.5	Recognize common types of text. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL20, “Baggie Books” • Intentional Teaching Card LL27, “Writing Poems” • Intentional Teaching Card LL43, “Introducing New Vocabulary”
STRAND / STANDARD / COURSE		English Language Arts

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6	Reading Standards Craft and Structure – Standard #6 R.CS.6 Assess how point of view or purpose shapes the content and style of a text.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.CS.6	With prompting and support, answer questions about who is presenting ideas or information in a text. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> Investigation LL63, “Investigating & Recording” Reduce, Reuse, Recycle Study, Celebrating Learning, Day 1, Read-Aloud p.85 Beginning the Year, Ministudy, Day 1, Read-Aloud p.81
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.CS.6	With prompting and support, answer questions about who is telling a story. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> Beginning the Year, Focus Question 3, Day 4, Read-Aloud p.43 Clothes Study, Investigation 5, Day 3, Large Group p.74 Book Discussion Card 18, “A Chair for My Mother”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7	Reading Standards Integration of Knowledge and Ideas – Standard #7 R.IK1.7 Assess how point of view or purpose shapes the content and style of a text.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.IK1.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> Balls Study, Investigation 3, Day 2, Read-Aloud p.47 Buildings Study, Investigation 1, Day 2, Read-Aloud p.31 Trees Study, Investigation 1, Day 3, Large Group p.32
GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.IK1.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> Book Discussion Card 13, “The Gingerbread Man” Book Discussion Card 14, “The Grouchy Ladybug” Book Discussion 22, “The True Story of the 3 Little Pigs!”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.8	Reading Standards Integration of Knowledge and Ideas – Standard #8 R.IK1.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.
GUIDING QUESTION / LEARNING EXPECTATION	PK.RI.IK1.8	This standard begins in Kindergarten. No correlations

GUIDING QUESTION / LEARNING EXPECTATION	PK.RL.IK1.8	Not applicable to literature. No correlations
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.9	Reading Standards Integration of Knowledge and Ideas – Standard #9 R.IK1.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	PK.RI.IK1.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic. <u><i>The Creative Curriculum® for Preschool</i></u> <ul style="list-style-type: none"> • Intentional Teaching Card LL26, “Searching the Web” • Intentional Teaching Card LL63, “Investigating & Recording” • Buildings Study, Investigation 5, Day 5, Large Group p.80
LEARNING EXPECTATION	PK.RL.IK1.9	With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story. <u><i>The Creative Curriculum® for Preschool</i></u> <ul style="list-style-type: none"> • Buildings Study, Investigation 5, Day 5, Large Group p.80 • Intentional Teaching Card SE05, “Character Feelings” • Clothes Study, Investigation 6, Day 4, Read-Aloud p.85
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION		Reading Standards Range of Reading and Level of Text Complexity – Standard #10 Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	PK.RI.RRTC.10	Listen and respond to informational texts of appropriate complexity for pre-K. <u><i>The Creative Curriculum® for Preschool</i></u> <ul style="list-style-type: none"> • Clothes Study, Investigation 7, Day 2, Read-Aloud p.93 • Trees Study, Investigation 1, Day 3, Large Group p.32 • Reduce, Reuse, Recycle Study, Investigation 4, Day 1, Read-Aloud p.55
LEARNING EXPECTATION	PK.RL.RRTC.10	Listen and respond to stories and poems of appropriate complexity for pre-K. <u><i>The Creative Curriculum® for Preschool</i></u> <ul style="list-style-type: none"> • Mighty Minutes 37, “Little Ball” • Mighty Minutes 42, “Come Play With Me” • Book Discussion Card 17, “The Three Little Javelinas”
STRAND / STANDARD / COURSE		English Language Arts

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1 Demonstrate understanding of the organization and basic features of print.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PC.1	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	PK.FL.PC.1.a	Handle books appropriately, right-side-up, turning pages one at a time, and front to back. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL04, “Bookmaking” • Intentional Teaching Card LL20, “Baggie Books” • Beginning the Year, Focus Question 3, Day 5, Choice Time p.44
LEARNING EXPECTATION	PK.FL.PC.1.b	Recognize that spoken words can be written and read. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL01, “Shared Writing” • Intentional Teaching Card LL51, “Pizza” • Mighty Minutes 49, “A Tree My Size”
LEARNING EXPECTATION	PK.FL.PC.1.c	With guidance and support, understand that words are made up of alphabet letters. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Mighty Minutes 47, “Step Up” • Intentional Teaching Card LL02, “Desktop Publishing” • Intentional Teaching Card LL04, “Bookmaking”
LEARNING EXPECTATION	PK.FL.PC.1.d	Recognize familiar uppercase letters and some of the most common lowercase letters. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL05, “Jumping Beans” • Intentional Teaching Card LL07, “Letters, Letters, Letters” • Intentional Teaching Card LL15, “Textured Letters”
LEARNING EXPECTATION	PK.FL.PC.1.e	Distinguish between pictures and words. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL20, “Baggie Books” • Intentional Teaching Card LL23, “Playing With Environmental Print” • Buildings Study, Investigation 5, Day 4, Large Group p.78
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Foundational Literacy Standards Phonological Awareness – Standard #2 FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PA.2	Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PA.2.a	<p>Recognize and discriminate between rhyming words in spoken language.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Mighty Minutes 04, “Riddle Dee Dee” • Mighty Minutes 58, “A-Hunting We Will Go” • Intentional Teaching Card LL44, “Rhyming Tubs”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PA.2.b	<p>Begin to pronounce and identify syllables in familiar words and words in a sentence.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL52, “Tap It, Clap It, Stomp It, Jump It” • Mighty Minutes 40, “Clap a Friend’s Name” • Mighty Minutes 60, “The Name Game”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PA.2.c	<p>Begin to blend and segment onsets and rhymes of single-syllable spoken words.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Mighty Minutes 18, “I’m Thinking Of...” • Mighty Minutes 27, “Diddle, Diddle, Dumpling” • Intentional Teaching Card LL19, “Silly Names”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PA.2.d	<p>Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL19, “Silly Names” • Mighty Minutes 03, “Purple Pants” • Mighty Minutes 19, “I Spy With My Little Eye”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PA.2.e	<p>Identify whether or not two words begin or end with the same sound.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Mighty Minutes 18, “I’m Thinking Of...” • Mighty Minutes 27, “Diddle, Diddle, Dumpling” • Intentional Teaching Card LL19, “Silly Names”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Foundational Literacy Standards Phonics and Word Recognition – Standard #3 FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PWR.3.a	<p>Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL40, “What Was for Breakfast?” • Mighty Minutes 18, “I’m Thinking Of…” • Mighty Minutes 88, “Disappearing Rhymes”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PWR.3.b	<p>Recognize high-frequency words by sight, including own name and other familiar words in the environment</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL31, “I Went Shopping” • Intentional Teaching Card LL30, “Knowing Our Friends” • Intentional Teaching Card LL41, “Our Names, Our Things”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.PWR.3.c	<p>Begin to decode regularly spelled CVC words.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Mighty Minutes 40, “Clap a Friend’s Name” • Mighty Minutes 60, “The Name Dance” • Intentional Teaching Card LL46, “Storyboard”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Foundational Literacy Standards Word Composition – Standard #4 FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.WC.4.a	<p>Begin to recognize the difference between upper and lowercase letters.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL07, “Letters, Letters, Letters” • Intentional Teaching Card LI15, “Textured Letters” • Intentional Teaching Card LL17, “Walk a Letter”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.WC.4.b	<p>Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL32, “Describing Art” • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL42, “Daily Sign-In”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Foundational Literacy Standards Fluency – Standard #5 FL.F.5 Read with sufficient accuracy and fluency to support comprehension.
GUIDING QUESTION / LEARNING EXPECTATION	PK.F.5	Interact with text to support comprehension.

GUIDING QUESTION / LEARNING EXPECTATION	PK.F.5.a	Use illustrations to retell story events in familiar picture books. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL06, “Dramatic Story Retelling” • Intentional Teaching Card LL33, “Clothesline Storytelling” • Intentional Teaching Card LL62, “Retelling Wordless Books”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Foundational Literacy Standards Sentence Composition – Standard #6 FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.
LEARNING EXPECTATION	PK.SC.6.a	With modeling or verbal prompts, orally produce complete sentences. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL27, “Writing Poems” • Intentional Teaching Card LL45, “Observational Drawing” • Intentional Teaching Card LL54, “Asking Questions”
LEARNING EXPECTATION	PK.SC.6.b	Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL01, “Shared Writing” • Intentional Teaching Card LL32, “Describing Art” • Intentional Teaching Card LL59, “Question Basket”
LEARNING EXPECTATION	PK.SC.6.c	Use frequently occurring nouns and verbs when speaking and in shared language activities. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL61, “Color Hunt” • Intentional Teaching Card LL48, “D Is for Door” • Mighty Minutes 76, “Describing Things”
LEARNING EXPECTATION	PK.SC.6.d	Form regular plural nouns when speaking and in shared language activities. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Balls Study, Exploring the Topic, Day 5, Large Group p.22 • Trees Study, Celebrating Learning, Large-Group Roundup p.107 • Intentional Teaching Card LL40, “What Was for Breakfast?”

LEARNING EXPECTATION	PK.SC.6.e	<p>Understand and use question words (interrogatives) when speaking and in shared language activities.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL54, “Asking Questions” • Clothes Study, Investigation 6, Day 3, Large Group p.82 • Buildings Study, Investigation 2, Day 2, Large Group p.42
LEARNING EXPECTATION	PK.SC.6.f	<p>With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card M51, “Can You Find It?” • Intentional Teaching Card M55, “Stepping Stones” • Intentional Teaching Card M56, “Where’s the Beanbag?”
LEARNING EXPECTATION	PK.SC.6.g	<p>With prompting and support, produce and expand complete sentences in shared language activities.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE06, “Talk About Feelings” • Intentional Teaching Card SE10, “My Turn at the Microphone” • Intentional Teaching Card LL40, “What Was for Breakfast?”
LEARNING EXPECTATION	PK.SC.6.h	<p>Begin to recognize that a name begins with a capital letter.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL29, “Making My Name” • Intentional Teaching Card LL41, “Our Names, Our Things” • Intentional Teaching Card LL42, “Daily Sign-In”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Foundational Literacy Standards Vocabulary Acquisition – Standard #7 FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.VA.7a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content.</p> <p>(1) Identify new meanings for familiar words and apply them accurately.</p> <p>(2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL26, “Searching the Web” • Intentional Teaching Card LL43, “Introducing New Vocabulary” • Book Discussion Card 22, “The True Story of the 3 Little Pigs!”

GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.VA.7b	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>(1) Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>(2) Demonstrate understanding of frequently occurring verbs and adjectives.</p> <p>(3) Make real-life connections between words and their use.</p> <p>(4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL27, “Writing Poems” • Mighty Minutes 10, “Words in Motion” • Mighty Minutes 82, “Let’s Clean Up!”
GUIDING QUESTION / LEARNING EXPECTATION	PK.FL.VA.7c	<p>Use words and phrases acquired through conversations, being read to, and responding to texts.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 5, Day 3, Choice Time p.60 • Intentional Teaching Card LL62, “Retelling Wordless Books” • Reduce, Reuse, Recycle Study, Investigation 2, Day 1, Choice Time p.36
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Writing Standards Text Types and Protocol – Standard #1 W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.TTP.1	<p>With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL32, “Describing Art” • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL59, “Question Basket”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Writing Standards Text Types and Protocol – Standard #2 W.TTP.2 Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	PK.W.TTP.2	<p>With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL59, “Question Basket” • Beginning the Year, Focus Question 2, Day 2, Choice Time p.31

STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Writing Standards Text Types and Protocol – Standard #3 W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	PK.W.TTP.3	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL40, “What Was for Breakfast?” • Intentional Teaching Card LL45, “Observational Drawing”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Writing Standards Production and Distribution of Writing – Standard #4 W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	PK.W.PDW.4	With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL32, “Describing Art” • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL59, “Question Basket”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Writing Standards Production and Distribution of Writing – Standard #5 W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL32, “Describing Art” • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL59, “Question Basket”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Writing Standards Production and Distribution of Writing – Standard #6 W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	W.PDW.6	This standard begins in Kindergarten. No correlations
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Writing Standards Research to Build and Present Knowledge – Standard #7 W.RBPK.7 Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	PK.W.RBPK.7	With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card LL01, “Shared Writing” • Clothes Study, Exploring the Topic, Day 4, Small Group p.21 • Buildings Study, Investigation 5, Day 4, Small Group p.78
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Writing Standards Research to Build and Present Knowledge – Standard #8 W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
GUIDING QUESTION / LEARNING EXPECTATION	PK.W.RBPK.8	With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL59, “Question Basket” • Intentional Teaching Card LL63, “Investigating & Recording”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Writing Standards Research to Build and Present Knowledge – Standard #9 W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	PK.W. RBPK.9	This standard begins in Grade 4. No correlations
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Writing Standards Range of Writing – Standard #10 W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

INDICATOR	PK.W.RBPK.10	With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL32, “Describing Art” • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL59, “Question Basket”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Speaking and Listening Standards Comprehension and Collaboration – Standard #1 SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.CC.1	Participate with varied peers and adults in collaborative conversations across activities throughout the day.
LEARNING EXPECTATION	PK.SL.CC.1.a	Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Balls Study, Investigation 4, Day 5, Large Group p.58 • Trees Study, Exploring the Topic, Day 5, Large Group p.22 • Clothes Study, Investigation 6, Day 2, Choice Time p.80
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Speaking and Listening Standards Comprehension and Collaboration – Standard #2 SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	PK.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Buildings Study, Investigation 5, Day 4, Choice Time p.79 • Reduce, Reuse, Recycle Study, Investigation 5, Day 3, Large-Group Roundup p.71 • Book Discussion Card 21, “Too Many Tamales”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Speaking and Listening Standards Comprehension and Collaboration – Standard #3 SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

LEARNING EXPECTATION	PK.SL.CC.3	<p>With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 3, Day 5, Large Group p.44 • Buildings Study, Investigation 2, Day 2 Large Group p.42 • Trees Study, Investigation 2, Day 4, Large Group p.46
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4 SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
GUIDING QUESTION / LEARNING EXPECTATION	PK.SL.PKI.4	<p>Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Trees Study, Investigation 4, Day 4, Large-Group Roundup p.71 • Intentional Teaching Card SE10, “My Turn at the Microphone” • Mighty Minutes 34, “The Wave”
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.5	Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5 SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LEARNING EXPECTATION	SL.PKI.5	<p>Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL39, “My Daily Journal” • Intentional Teaching Card LL45, “Observational Drawing” • Beginning the Year, Ministudy, Day 3, Read-Aloud p.85
STRAND / STANDARD / COURSE		English Language Arts
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6 SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	PK.SL.PKI.6	<p>With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE04, “Actively Listening to Children” • Intentional Teaching Card SE06, “Talk About Feelings” • Intentional Teaching Card SE10, “My Turn at the Microphone”

STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	CC.A	Counting and Cardinality (CC): Standard A Know number names and the counting sequence.
LEARNING EXPECTATION	PK.CC.A.1	Count forward from 1 to 30. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Mighty Minutes 28, “Counting Calisthenics” • Mighty Minutes 41, “The Imaginary Ball” • Beginning the Year, Focus Question 4, Outdoor Experiences, p.47
LEARNING EXPECTATION	PK.CC.A.2	This standard begins in Kindergarten. No correlations
LEARNING EXPECTATION	PK.CC.A.3	Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines). <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M04, “Number Cards” • Intentional Teaching Card M06, “Tallying” • Intentional Teaching Card M78, “Math Collage”
LEARNING EXPECTATION	PK.CC.A.4	Begin to name numerals 0-10. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M04, “Number Cards” • Intentional Teaching Card M13, “Nursery Rhyme Count” • Intentional Teaching Card M17, “Guessing Jar”
STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	CC.B	Counting and Cardinality (CC): Standard B Count to tell the number of objects
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
LEARNING EXPECTATION	PK.CC.B.4.a	When counting objects, say the number names in the standard order, using one-to-one correspondence. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M18, “Bounce & Count” • Intentional Teaching Card M22, “Story Problems” • Intentional Teaching Card M37, “Secret Numbers”
LEARNING EXPECTATION	PK.CC.B.4.b	Understand that the last number name said tells the number of objects counted. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M39, “Let’s Go Fishing” • Intentional Teaching Card M61, “Shake, Rattle, and Roll” • Intentional Teaching Card M67, “Fruit Smoothies”

LEARNING EXPECTATION	PK.CC.B.4.c	<p>Recognize that one more object added to a group of objects changes the quantity as a whole.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M04, “Number Cards” • Intentional Teaching Card M06, “Tallying” • Intentional Teaching Card M78, “Math Collage”
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.B.5	Understand that a number represents a corresponding quantity.
LEARNING EXPECTATION	PK.CC.B.5.a	<p>Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M01, “Dinnertime” • Intentional Teaching Card M13, “Nursery Rhyme Count” • Intentional Teaching Card M16, “Show Me Five”
LEARNING EXPECTATION	PK.CC.B.5.b	<p>Given a number from 1-10, count out that many objects.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M06, “Tallying” • Intentional Teaching Card M17, “Guessing Jar” • Intentional Teaching Card M61, “Shake, Rattle, and Roll”
LEARNING EXPECTATION	PK.CC.B.5.c	<p>With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M18, “Bounce & Count” • Intentional Teaching Card M19, “Which Has More?” • Intentional Teaching Card M22, “Story Problems”
LEARNING EXPECTATION	PK.CC.B.5.d	<p>With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M34, “Cover Up” • Intentional Teaching Card M63, “Fishing Trip” • Intentional Teaching Card M67, “Fruit Smoothies”
STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	CC.C	Counting and Cardinality (CC): Standard C Compare numbers.
GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.C.6	<p>Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M02, “Counting & Comparing” • Intentional Teaching Card M19, “Which Has More?” • Intentional Teaching Card M59, “More or Fewer Towers”

GUIDING QUESTION / LEARNING EXPECTATION	PK.CC.C.7	This standard begins in Kindergarten No correlations
STRAND / STANDARD / COURSE	TN.S.PK.	Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	OA.A	Operations and Algebraic Thinking (OA): Standard A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.1	With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card M13, “Nursery Rhyme Count” • Intentional Teaching Card M22, “Story Problems” • Intentional Teaching Card M63, “Fishing Trip”
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.2	With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card M13, “Nursery Rhyme Count” • Intentional Teaching Card M22, “Story Problems” • Intentional Teaching Card M63, “Fishing Trip”
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.3	Compose and decompose numbers to 5, in more than one way, by using objects or drawings. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card M16, “Show Me Five” • Intentional Teaching Card M22, “Story Problems” • Intentional Teaching Card M61, “Shake, Rattle, and Roll”
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.4	Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card M16, “Show Me Five” • Intentional Teaching Card M22, “Story Problems” • Intentional Teaching Card M61, “Shake, Rattle, and Roll”
GUIDING QUESTION / LEARNING EXPECTATION	PK.OA.A.5	This standard begins in Kindergarten. No Correlations
STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	NBT.A	Number and Operations in Base Ten (NBT): Standard A Work with numbers 11-19 to gain foundations for place value.

GUIDING QUESTION / LEARNING EXPECTATION	PK.NBT.A.1.	This standard begins in Kindergarten. No Correlations
STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	MD.A	Measurement and Data (MD): Standard A Describe and compare measurable attributes.
GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.A.1	Describe measurable attributes of a single object, such as length, width, height. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card M26, “Huff & Puff” • Intentional Teaching Card M31, “Lining It Up” • Intentional Teaching Card M32, “Which Container Holds More?”
GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.A.2	Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.). <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card M12, “Measure & Compare” • Intentional Teaching Card M31, “Lining It Up” • Intentional Teaching Card M32, “Which Container Holds More?”
STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	MD.B	Measurement and Data (MD): Standard B Work with money.
GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.B.3	Begin to recognize currency and its purpose. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card LL22, “Coupon Match” • Clothes Study, Investigation 3, Day 4, Read-Aloud p.57 • Book Discussion Card 18, “A Chair for My Mother”
STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	MD.C	Measurement and Data (MD): Standard C Classify objects and count the number of objects in each category.
GUIDING QUESTION / LEARNING EXPECTATION	PK.MD.C.4	Sort a collection of objects into given categories using more than one attribute. <i><u>The Creative Curriculum® for Preschool</u></i> <ul style="list-style-type: none"> • Intentional Teaching Card M03, “Seek & Find” • Intentional Teaching Card M05, “Sorting & Classifying” • Balls Study, Investigation 1, Day 2, Choice Time p.31
STRAND / STANDARD / COURSE		Mathematics

CONCEPTUAL STRAND / GUIDING QUESTION	G.A	Geometry: Standard A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.1	Begin to use relative position words in appropriate context, such as above, below, beside, and between. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M36, “We’re Going on an Adventure” • Intentional Teaching Card M47, “My Shadow and I” • Intentional Teaching Card M51, “Can You Find It?”
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.2	Correctly name some two-dimensional shapes. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Balls Study, Investigation 2, Day 2, Large Group p.38 • Intentional Teaching Card M21, “Geoboards” • Intentional Teaching Card M23, “Putting Puzzles Together”
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.3	Begin to explore shapes as two-dimensional or three-dimensional. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M50, “The Farmer Builds a Fence” • Intentional Teaching Card M20, “I’m Thinking of a Shape” • Mighty Minutes 22, “Hot or Cold 3-D Shapes”
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.A.4	Begin to describe objects in the environment using names of shapes. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M20, “I’m Thinking of a Shape” • Intentional Teaching Card M42, “Straw Shapes” • Mighty Minutes 97, “Shape Hunt”
STRAND / STANDARD / COURSE		Mathematics
CONCEPTUAL STRAND / GUIDING QUESTION	G.B	Geometry: Standard B Analyze, compare, create, and compose shapes.
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.B.4	Describe similarities and differences between two-dimensional shapes. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M21, “Geoboards” • Intentional Teaching Card M20, “I’m Thinking of a Shape” • Intentional Teaching Card M23, “Putting Puzzles Together”
GUIDING QUESTION / LEARNING EXPECTATION	PK.G.B.5	Model shapes in the world by building and drawing shapes. <i>The Creative Curriculum® for Preschool</i> <ul style="list-style-type: none"> • Intentional Teaching Card M21, “Geoboards” • Intentional Teaching Card M42, “Straw Shapes” • Intentional Teaching Card M50, “The Farmer Builds a Fence”

GUIDING QUESTION / LEARNING EXPECTATION	PK.G.B.6	<p>Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M21, “Geoboards” • Intentional Teaching Card M42, “Straw Shapes” • Intentional Teaching Card M50, “The Farmer Builds a Fence”
STRAND / STANDARD / COURSE		Science
CONCEPTUAL STRAND / GUIDING QUESTION	PS	Physical Science (PS): Matter and its interactions.
GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01a.	<p>Describe and categorize objects based on their observable properties.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Mighty Minutes 68, “I Have a Secret” • Balls Study, Exploring the Topic, Day 3, Choice Time p.18 • Trees Study, Exploring the Topic, Day 3, Choice Time p.18
GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01b.	<p>Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M07, “Ice Cubes” • Intentional Teaching Card M08, “Baggie Ice Cream” • Clothes Study, Investigation 2, Day 1, Large Group p.40
GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01c.	<p>Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Balls Study, Exploring the Topic, Day 5, Large Group p.22 • Balls Study, Investigation 1, Day 2, Large Group p.28 • Mighty Minutes 30, “Bounce, Bounce, Bounce”
GUIDING QUESTION / LEARNING EXPECTATION	PK.PS1.01d.	<p>Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL35, “Fruit Salad” • Trees Study, Investigation 2, Day 5, Choice Time p.49 • Reduce, Reuse, Recycle Study, Exploring the Topic, Day 3, Small Group p.19
STRAND / STANDARD / COURSE		Science
CONCEPTUAL STRAND / GUIDING QUESTION	LS	Life Science (LS): From molecules to organisms: structures and processes.

GUIDING QUESTION / LEARNING EXPECTATION	PK.LS1.01a.	Identify common attributes of familiar living things. <i><u>The Creative Curriculum® for Preschool</u></i> • Book Discussion Card 16, “A Grand Old Tree” • Trees Study, Investigation 2, Outdoor Experiences p.39 • Mighty Minutes 44, “Two Plump Armadillos”
GUIDING QUESTION / LEARNING EXPECTATION	PK.LS1.01b.	Recognize differences between living organisms and non-living materials. <i><u>The Creative Curriculum® for Preschool</u></i> • Trees Study, Investigation 5, Day 2, Large Group p.76 • Trees Study, Investigation 5, Day 3, Large Group p.78 • Book Discussion Card 16, “A Grand Old Tree”
GUIDING QUESTION / LEARNING EXPECTATION	PK.LS1.01c.	Recognize and describe the function of the five senses of humans. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL27, “Writing Poems” • Reduce, Reuse, Recycle Study, Investigation 1, Day 3, Large Group p.32 • Mighty Minutes 23, “Hi-Ho, the Derry-O”
STRAND / STANDARD / COURSE		Science
CONCEPTUAL STRAND / GUIDING QUESTION	ESS2	Earth Science (ESS2): Earth systems. Note: Earth Science (ESS1): Earth’s place in the universe begins in Kindergarten.
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS2.01a.	Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water). <i><u>The Creative Curriculum® for Preschool</u></i> • Trees Study, Investigation 4, Day 4, Large Group p.70 • Beginning the Year, Focus Question 5, Day 3, Choice Time p.60 • Intentional Teaching Card M07, “Ice Cubes”
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS2.01b.	Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.). <i><u>The Creative Curriculum® for Preschool</u></i> • Book Discussion Card 02, “The Mitten” • Book Discussion Card 16, “A Grand Old Tree” • Clothes Study, Exploring the Topic, Question of the Day p.12
STRAND / STANDARD / COURSE		Science
CONCEPTUAL STRAND / GUIDING QUESTION	ESS3	Earth Science (ESS3) Earth and human activity.

GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS3.01a.	Observe, describe, and compare the habitats of plants and animals. <i><u>The Creative Curriculum® for Preschool</u></i> • Book Discussion Card 02, “The Mitten” • Book Discussion Card 16, “A Grand Old Tree” • Trees Study, Investigation 5, Day 4, Choice Time p.81
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS3.01b.	Observe and discuss how humans and animals respond to changes in weather. <i><u>The Creative Curriculum® for Preschool</u></i> • Book Discussion Card 02, “The Mitten” • Book Discussion Card 16, “A Grand Old Tree” • Clothes Study, Exploring the Topic, Question of the Day p.12
GUIDING QUESTION / LEARNING EXPECTATION	PK.ESS3.01c.	Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.). <i><u>The Creative Curriculum® for Preschool</u></i> • Trees Study, Investigation 5, Day 2, Large Group p.76 • Mighty Minutes 45, “I’m a Sturdy Oak Tree” • Book Discussion Card 11, “Radio Man”
STRAND / STANDARD / COURSE		Science
CONCEPTUAL STRAND / GUIDING QUESTION	ETS1	Engineering, Technology and Science (ETS1): Engineering design.
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS1.01a.	Use senses to gather, explore, and interpret information. <i><u>The Creative Curriculum® for Preschool</u></i> • Beginning the Year, Ministudy, Day 1, Large Group p.80 • Reduce, Reuse, Recycle Study, Exploring the Topic, Day 2, Large Group p.16 • Balls Study, Exploring the Topic Day 5, Choice Time p.23
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS1.01b.	With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations. <i><u>The Creative Curriculum® for Preschool</u></i> • Buildings Study, Investigation 5, Day 4, Small Group p.79 • Trees Study, Investigation 6, Day 4, Small Group p.93 • Clothes Study, Investigation 1, Day 5, Small Group p.37
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS1.01c.	Make predictions based on observations and prior explorations. <i><u>The Creative Curriculum® for Preschool</u></i> • Beginning the Year, Ministudy, Day 1, Large Group p.80 • Buildings Study, Investigation 1, Day 2, Large Group p.30 • Balls Study, Investigation 1, Outdoor Experiences p.27
STRAND / STANDARD / COURSE		Science

CONCEPTUAL STRAND / GUIDING QUESTION	ETS2	Engineering, Technology and Science (ETS2): Links among engineering, technology, science, and society.
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS2.01a.	<p>Recognize that tools have specific characteristics that determine their use.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Buildings Study, Investigation 2, Day 2, Large Group p.42 • Trees Study, Investigation 4, Day 1, Large Group p.64 • Beginning the Year, Focus Question 5, Day 2, Large Group p.58
GUIDING QUESTION / LEARNING EXPECTATION	PK.ETS2.01b.	<p>Explore familiar environments through the use of simple tools.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Reduce, Reuse, Recycle Study, Investigation 2, Day 2, Choice Time p.38 • Beginning the Year, Focus Question 5, Day 3, Choice Time p.60 • Trees Study, Investigation 6, Day 3, Choice Time p.90
STRAND / STANDARD / COURSE		Social Studies
CONCEPTUAL STRAND / GUIDING QUESTION		<p>Culture:</p> <p>Students will explore different traditions, customs, and cultures within their families, schools, and communities.</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.01	<p>In conversation, describe familiar people, places, things, and events, with reference to a student's home and school.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 1, Day 3, Choice Time p.21 • Clothes Study, Investigation 6, Day 2, Large Group p.80 • Book Discussion Card 18, "A Chair for My Mother"
GUIDING QUESTION / LEARNING EXPECTATION	PK.02	<p>Begin to recognize similarities and differences between family customs and cultures.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Clothes Study, Investigation 7, Day 2, Read-Aloud p.93 • Clothes Study, Celebrating Learning, Day 1, Read-Aloud p.109 • Book Discussion Card 21, "Too Many Tamales"
STRAND / STANDARD / COURSE		Social Studies
CONCEPTUAL STRAND / GUIDING QUESTION		<p>Economics:</p> <p>Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.03	<p>Begin to distinguish between wants and needs.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Clothes Study, Investigation 5, Day 1, Large Group p.70 • Reduce, Reuse, Recycle Study, Investigation 5, Day 2, Choice Time p.69 • Book Discussion Card 03, "The Girl Who Wore Too Much"

GUIDING QUESTION / LEARNING EXPECTATION	PK.04	<p>Identify how the basic human needs of food, clothing, shelter, and transportation are met.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Buildings Study, Investigation 2, Day 2, Read-Aloud p.43 • Book Discussion Card 10, “Peter’s Chair” • Book Discussion Card 18, “A Chair for My Mother”
GUIDING QUESTION / LEARNING EXPECTATION	PK.05	<p>Begin to recognize money and its uses.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Book Discussion Card 18, “A Chair for My Mother” • Clothes Study, “Investigation 5, Day 3, Large Group p.74 • Balls Study, Investigation 4, Day 1, Large Group p.50
GUIDING QUESTION / LEARNING EXPECTATION	PK.06	<p>Identify different types of jobs, including work done in the home, school, and community.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Clothes Study, Investigation 7, Day 2, Read-Aloud p.93 • Intentional Teaching Card SE12, “Classroom Jobs” • Mighty Minutes 01, “The People in Your Neighborhood”
GUIDING QUESTION / LEARNING EXPECTATION	PK.07	<p>Give examples of how people exchange goods and use money to acquire wants and needs.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Book Discussion Card 18, “A Chair for My Mother” • Clothes Study, “Investigation 5, Day 3, Large Group p.74 • Balls Study, Investigation 4, Day 1, Large Group p.50
STRAND / STANDARD / COURSE		Social Studies
CONCEPTUAL STRAND / GUIDING QUESTION		<p>Geography: Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.08	<p>Use directions such as up, down, in front, and behind.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Buildings Study, Investigation 4, Day 3, Choice Time p.67 • Intentional Teaching Card M36, “We’re Going on an Adventure” • Intentional Teaching Card M55, “Stepping Stones”
GUIDING QUESTION / LEARNING EXPECTATION	PK.09	<p>Identify what a map represents.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Buildings Study, Investigation 4, Day 3, Choice Time p.67 • Intentional Teaching Card M36, “We’re Going on an Adventure” • Intentional Teaching Card M51, “Can You Find It?”

GUIDING QUESTION / LEARNING EXPECTATION	PK.10	<p>Understand how roads help people get around, and how they are used to organize locations within a city</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Buildings Study, Exploring the Topic, Day 2, Large-Group Roundup p.17 • Buildings Study, Investigation 4, Day 3, Choice Time p.69 • Book Discussion Card 01, “Caps for Sale”
STRAND / STANDARD / COURSE		Social Studies
CONCEPTUAL STRAND / GUIDING QUESTION		<p>Government and Civics:</p> <p>Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.11	<p>Give examples of people who are authority figures</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 5, Day 2, Large Group p.58 • Mighty Minutes 01, “The People in Your Neighborhood” • Book Discussion Card 20, “Wemberly Worried”
GUIDING QUESTION / LEARNING EXPECTATION	PK.12	<p>Recognize shapes found on flags and identify the American flag.</p> <p>No correlations</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.13	<p>Begin to recognize the name and role of the current President of the United States.</p> <p>No correlations</p>
GUIDING QUESTION / LEARNING EXPECTATION	PK.14	<p>Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Beginning the Year, Focus Question 5, Day 2, Large Group p.58 • Mighty Minutes 01, “The People in Your Neighborhood” • Book Discussion Card 20, “Wemberly Worried”
GUIDING QUESTION / LEARNING EXPECTATION	PK.15	<p>Identify the need for rules.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card SE09, “Big Rule, Little Rule” • Intentional Teaching Card SE22, “When, Then Statements” • Beginning the Year, Focus Question 3, Day 4, Large Group p.42
GUIDING QUESTION / LEARNING EXPECTATION	PK.16	<p>This standard begins in Kindergarten.</p> <p>No correlations</p>

STRAND / STANDARD / COURSE		Social Studies
CONCEPTUAL STRAND / GUIDING QUESTION		History: Students will understand the chronological organization of history and the importance of holidays.
GUIDING QUESTION / LEARNING EXPECTATION	PK.17	<p>Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL40, “What Was for Breakfast?” • Intentional Teaching Card M60, “Morning, Noon, and Night” • Clothes Study, Investigation 1, Day 3, Large Group p.32
GUIDING QUESTION / LEARNING EXPECTATION	K.18	<p>This standard begins in Kindergarten.</p> <p>No correlations</p>
GUIDING QUESTION / LEARNING EXPECTATION	K.19	<p>This standard begins in Kindergarten.</p> <p>No correlations</p>
GUIDING QUESTION / LEARNING EXPECTATION	K.20	<p>This standard begins in Kindergarten.</p> <p>No correlations</p>
STRAND / STANDARD / COURSE		Creative Arts
CONCEPTUAL STRAND / GUIDING QUESTION		Visual Arts: Express self and represent what the student knows, thinks, believes, and feels through visual arts.
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.1.	<p>Experiment with a variety of media and art materials for tactile experience and exploration</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Intentional Teaching Card P02, “Play Dough Weaving” • Intentional Teaching Card P30, “Mixing Paints” • Balls Study, Investigation 5, Day 4, “Choice Time p.69
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.2.	<p>Create artistic works with intent and purpose using varying tools, texture, color, and technique.</p> <p><i>The Creative Curriculum® for Preschool</i></p> <ul style="list-style-type: none"> • Clothes Study, Exploring the Topic, Day 4, Choice Time p.21 • Beginning the Year, Focus Question 1, Day 2, Choice Time p.18 • Reduce, Reuse, Recycle Study, Exploring the Topic, Day 5, Choice Time p.23

GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.3.	Present and respond to visual art created by self and others <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Card SE26, “Making a Mural” • Intentional Teaching Card LL32, “Describing Art” • Beginning the Year, Focus Question 1, Day 5, Large-Group Roundup p.25
STRAND / STANDARD / COURSE		Creative Arts
CONCEPTUAL STRAND / GUIDING QUESTION		Music: Express self by engaging in musical activities
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.4.	Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing. <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minutes 06, “This Is the Way” • Mighty Minutes 66, “Musical Junk” • Trees Study, Investigation 6, Day 4, Choice Time p.93
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.5.	Create and perform using voice, traditional instruments, and/or non-traditional instruments. <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minutes 71, “Recycle Song” • Mighty Minutes 94, “Old MacDonald” • Beginning the Year, Focus Question 4, Day 1, Large Group p.48
STRAND / STANDARD / COURSE		Creative Arts
CONCEPTUAL STRAND / GUIDING QUESTION		Creative Movement & Dance
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.6.	Respond to feelings through dance or creative movement. <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minutes 99, “Let’s All Follow” • Mighty Minutes 34, “The Wave” • Clothes Study, Exploring the Topic, Day 3, Large Group p.18
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.7.	Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props'). <u><i>The Creative Curriculum® for Preschool</i></u> • Beginning the Year, Focus Question 2, Day 1, Large Group p.28 • Mighty Minutes 67, “Let’s Stick Together” • Mighty Minutes 91, “Move to the Beat”
STRAND / STANDARD / COURSE		Creative Arts
CONCEPTUAL STRAND / GUIDING QUESTION		Theatre/Dramatic Play

GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.8.	Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL06, “Dramatic Story Retelling” • Mighty Minutes 90, “Little Miss Muffet” • Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?”
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.9.	Respond and react to theatre and drama presentations. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card LL32, “Describing Art” • Beginning the Year, Ministudy, Day 4, Small Group p.87 • Buildings Study, Exploring the Topic, Day 5, Small Group p.23
STRAND / STANDARD / COURSE		Creative Arts
CONCEPTUAL STRAND / GUIDING QUESTION		Cultural Differences
GUIDING QUESTION / LEARNING EXPECTATION	PK.CA.10.	Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures. <i><u>The Creative Curriculum® for Preschool</u></i> • Beginning the Year, Focus Question 3, Day 5, Large Group p.44 • Beginning the Year, Focus Question 5, Day 2, Choice Time p.58 • Reduce, Reuse, Recycle Study, Investigation 3, Family Partnerships p.45
STRAND / STANDARD / COURSE		Physical Development
CONCEPTUAL STRAND / GUIDING QUESTION		Sensorimotor: Use senses to assist and guide learning; using sensory information to plan and carry out movements.
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.1.	Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment. <i><u>The Creative Curriculum® for Preschool</u></i> • Trees Study, Investigation 3, Outdoor Experiences p.51 • Clothes Study, Exploring the Topic, Outdoor Experiences p.13 • Buildings Study, Investigation 2, Outdoor Experiences p.39
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.2.	Demonstrate awareness of spatial boundaries and the ability to work and move within them. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Card P12, “Exploring Pathways” • Intentional Teaching Card P14, “Moving Through the Forest” • Intentional Teaching Card P33, “Obstacle Course”
STRAND / STANDARD / COURSE		Physical Development
CONCEPTUAL STRAND / GUIDING QUESTION		Gross Motor: Demonstrate coordination and control of large muscles.

GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.3.	<p>Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card P12, “Exploring Pathways” • Intentional Teaching Card P14, “Moving Through the Forest” • Intentional Teaching Card P33, “Obstacle Course”
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.4.	<p>Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Balls Study, Exploring the Topic, Outdoor Experiences p.13 • Clothes Study, Exploring the Topic, Outdoor Experiences p.13 • Beginning the Year, Focus Question 1, Outdoor Experiences p.15
STRAND / STANDARD / COURSE		Physical Development
CONCEPTUAL STRAND / GUIDING QUESTION		Fine Motor: Demonstrate eye-hand coordination and dexterity needed to manipulate objects.
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.5.	<p>Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card P01, “Let’s Sew” • Intentional Teaching Card P30, “Mixing Paints” • Intentional Teaching Card P31, “Tie-Dyed Towels”
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.6.	<p>Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M23, “Putting Puzzles Together” • Intentional Teaching Card P30, “Mixing Paints” • Intentional Teaching Card P31, “Tie-Dyed Towels”
STRAND / STANDARD / COURSE		Physical Development
CONCEPTUAL STRAND / GUIDING QUESTION		Personal Health & Safety
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.7.	<p>Demonstrate personal care and hygiene skills.</p> <p><i><u>The Creative Curriculum® for Preschool</u></i></p> <ul style="list-style-type: none"> • Intentional Teaching Card M27, “Peach Cobbler” • Intentional Teaching Card M43, “Pancakes” • Reduce, Reuse, Recycle Study, Investigation 3, Day 3, Large Group p.50

GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.8.	<p>Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Intentional Teaching Card LL35, “Fruit Salad” • Intentional Teaching Card LL36, “Salsa” • Intentional Teaching Card LL49, “Vegetable Soup”
GUIDING QUESTION / LEARNING EXPECTATION	PK.PD.9.	<p>Demonstrate awareness and understanding of safety rules.</p> <p><u>The Creative Curriculum® for Preschool</u></p> <ul style="list-style-type: none"> • Trees Study, Investigation 6, Day 3, Choice Time p.90 • Buildings Study, Investigation 2, Day 3, Choice Time p.91 • Beginning the Year, Focus Question 1, Outdoor Experiences p.15