

**SCHOLASTIC SCHOLASTIC EARLY CHILDHOOD PROGRAM™**  
**A Correlation to The Creative Curriculum for Early Childhood Content Standards (Fourth Edition)**

Socio-Emotional Development Sense of Self Curriculum Objectives	SCHOLASTIC EARLY CHILDHOOD PROGRAM™
<b>1. Shows ability to adjust to new situations</b>	Implicit objective throughout program, as children exposed to many new and valuable learning situations with extensive scaffolding and support
<b>2. Demonstrates appropriate trust in adults</b>	<u>Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult:</u> <b>T4:</b> pgs. 95, 99 <b>T5:</b> pgs. 100, 116-117 <b>T6:</b> pgs. 93, 97 <b>T9:</b> pgs. 27, 31
<b>3. Recognizes own feelings and manages them appropriately</b>	<u>Begins to express thoughts, feelings, and ideas through language, as well as through gestures and actions:</u> <b>T1:</b> pgs.25, 29 <b>T2:</b> pgs.59-61, 63-65, 94-95, 98-99 <b>T5:</b> pgs.93-95, 97-99 <b>T6:</b> pgs.93-94, 97-98 <b>T7:</b> pgs.129, 133 <b>T8:</b> pgs.94-95, 98-99 <b>T9:</b> pgs.60-61, 64-65, 127-128, 131-132 <b>T10:</b> pgs.60-61, 64-65, 127-129, 131-133 <b>Clifford's Kit:</b> Puppy Days, Have Respect <u>Begins to show greater ability to control feelings:</u> <b>T6:</b> pgs.25, 27, 29, 31 <b>Clifford's Kit:</b> Puppy Days, Have Respect, Be Truthful
<b>4. Stands up for rights</b>	<u>Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult:</u> <b>T4:</b> pgs. 95, 99 <b>T5:</b> pgs. 100, 116-117 <b>T6:</b> pgs. 93, 97 <b>T9:</b> pgs. 27, 31 <b>T3:</b> pgs 94-95

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**Socio-Emotional Development  
 Responsibility for Self and Others**

<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>	
<b>5. Demonstrates self-direction and independence</b>	<u>Attempts to read and write independently:</u> <b>T3:</b> pgs.46-47 <b>T5:</b> pgs.50-51 <b>T6:</b> pgs.72-73, 118-119 <b>T9:</b> pgs.46-47, 152-153 <b>T10:</b> pgs.127-129, 131-133
<b>6. Takes responsibility for own well-being</b>	<u>Begins to demonstrate safe practices and appropriate use of materials:</u> <b>T1:</b> pgs. 25-27, 29-31 <b>T3:</b> pgs. 25-27, 29-31 <b>T4:</b> pgs. 42-43 <b>T9:</b> pgs. 112-113 <u>Knows about safe behavior around bodies of water:</u> <b>T4:</b> pgs. 26-27, 30-31, 44-45 <b>T8:</b> pgs. 26, 30, 61, 65 <b>T10:</b> pgs. 95, 99, 128-129, 132-133 <u>Knows how to cross a street safely:</u> <b>T4:</b> pgs. 44-45, 100-101 <b>T5:</b> pgs. 60, 64, 84-85 <b>T6:</b> pgs. 50-51 <u>Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult:</u> <b>T4:</b> pgs. 95, 99 <b>T5:</b> pgs. 100, 116-117 <b>T6:</b> pgs. 93, 97 <b>T9:</b> pgs. 27, 31 <u>Begins to demonstrate safe practices and appropriate use of materials:</u> <b>T1:</b> pgs. 25-27, 29-31 <b>T3:</b> pgs. 25-27, 29-31 <b>T4:</b> pgs. 42-43 <b>T9:</b> pgs. 112-113
<b>7. Respects and cares for classroom environment and materials</b>	<u>Begins to demonstrate safe practices and appropriate use of materials:</u> <b>T1:</b> pgs.25-27, 29-31 <b>T3:</b> pgs.25-27, 29-31 <b>T4:</b> pgs.42-43 <b>T9:</b> pgs.112-113
<b>8. Follows classroom routines</b>	<b>Clifford's Kit:</b> Play Fair, Be Responsible
<b>9. Follows classroom rules</b>	<u>Begins to show self-control by following classroom rules:</u>

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	<p><b>T1:</b> pgs. 93-95, 97-99 <b>T2:</b> pgs. 25-27, 29-31 <b>T4:</b> pgs. 59-61, 63-65 <b>T6:</b> pgs. 59-61, 63-65 <b>T7:</b> pgs. 60-61, 64-65 <b>T8:</b> pgs. 93-95, 97-99, 127-129, 131-133 <b>T9:</b> pgs. 25-27, 29-31</p> <p><u>Identifies and follows classroom rules:</u></p> <p><b>T1:</b> pgs. 76-77 <b>T3:</b> pgs. 26-27, 30-31 <b>T6:</b> pgs. 59-60, 63-64 <b>T7:</b> pgs. 26-27, 30-31, 46-47, 60-61, 64-65 <b>T9:</b> pgs. 25-27, 29-31, 93-95, 97-99 <b>T10:</b> pgs. 59-61, 63-65</p> <p><u>Participates in classroom jobs and contributes to classroom community:</u></p> <p><b>T1:</b> pgs. 94-95, 98-99, 106-107 <b>T2:</b> pgs. 61, 65 <b>T3:</b> pgs. 93-95, 97-99 <b>T6:</b> pgs. 25-27, 29-31, 80-81 <b>T7:</b> pgs. 60-61, 64-65 <b>T9:</b> pgs. 93-95, 97-99 <b>T10:</b> pgs. 59-61, 63-65, 93-95, 97-99</p>
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**A Correlation to The Creative Curriculum for Early Childhood Content Standards (Fourth Edition)**

**Socio-Emotional Development**  
**PRO-SOCIAL BEHAVIOR**  
**Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<p><b>10. Plays well with other children</b></p>	<p><u>Begins to share and cooperate with others in group activities:</u>  <b>T1:</b> pgs. 25-27, 29-31, 59-61, 63-65, 94-95, 98-99  <b>T2:</b> pgs. 60-61, 64-65, 93, 95, 97, 99  <b>T3:</b> pgs. 59-61, 63-65, 93-95, 97-99  <b>T4:</b> pgs. 93-95, 97-99  <b>T5:</b> pgs. 27, 31  <b>T6:</b> pgs. 25-27, 29-31, 59-61, 63-65  <b>T7:</b> pgs. 93-95, 97-99, 118-119  <b>T8:</b> pgs. 26-27, 30-31  <b>T9:</b> pgs. 93-95, 97-99  <u>Cooperates with others in a joint activity:</u>  <b>T1:</b> pgs.103-105  <b>T2:</b> pgs.25-27, 29-31, 114-115  <b>T3:</b> pgs.26-27, 30-31, 82-83  <b>T4:</b> pgs.82-83, 94-95, 98-99  <b>T5:</b> pgs.59-61, 63-65, 118-119  <b>T6:</b> pgs.46-47, 93-95, 97-99  <b>T7:</b> pgs.26-27, 30-31, 36-37, 93-95, 97-99, 114-115, 150-151  <b>T8:</b> pgs.93-95, 97-99  <b>T9:</b> pgs.150-151  <b>T10:</b> pgs.26-27, 30-31</p>
<p><b>11. Recognizes the feelings of others and responds appropriately</b></p>	<p><u>Begins to examine a situation from another person’s perspective:</u>  <b>T2:</b> pgs.42-43  <b>T4:</b> pgs.61, 65  <b>T7:</b> pgs.129, 133  <b>T8:</b> pgs.136-137  <b>Clifford’s Kit:</b> Puppy Days, Help Others, Have Respect, Be Truthful</p>
<p><b>12. Shares and respects the rights of others</b></p>	<p><u>Respects other people’s space and personal belongings:</u>  <b>T2:</b> pgs.25-26, 29-30  <b>T7:</b> pgs.26-27, 30-31  <b>T8:</b> pgs.60-61, 64-65  <b>T10:</b> pgs.93-95, 97-99  <b>Clifford’s Kit:</b> Puppy Days, Help Others, Have Respect, Be Truthful</p>
<p><b>13. Uses thinking skills to resolve conflicts</b></p>	<p><u>Respects other people’s space and personal belongings:</u>  <b>T2:</b> pgs.25-26, 29-30  <b>T7:</b> pgs.26-27, 30-31  <b>T8:</b> pgs.60-61, 64-65</p>

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	<b>T10:</b> pgs.93-95, 97-99
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	<b>Clifford's Kit:</b> Puppy Days, Help Others, Have Respect, Be Truthful
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**SCHOLASTIC SCHOLASTIC EARLY CHILDHOOD PROGRAM™**  
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**Physical Development  
 GROSS MOTOR SKILLS  
 Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<b>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</b>	<u>Begins to coordinate arms and legs:</u> <b>T4:</b> pgs.61, 65 <b>T6:</b> pgs.26-27, 30-31 <b>T7:</b> pgs.93-95, 97-99, 104-105, 108-109 <b>T9:</b> pgs.70-71
<b>15. Shows balance while moving</b>	<u>Begins to coordinate arms and legs:</u> <b>T4:</b> pgs.61, 65 <b>T6:</b> pgs.26-27, 30-31 <b>T7:</b> pgs.93-95, 97-99, 104-105, 108-109 <b>T9:</b> pgs.70-71
<b>16. Climbs up and down</b>	<u>Begins to coordinate arms and legs:</u> <b>T4:</b> pgs.61, 65 <b>T6:</b> pgs.26-27, 30-31 <b>T7:</b> pgs.93-95, 97-99, 104-105, 108-109 <b>T9:</b> pgs.70-71  <u>Begins to participate in group games involving movement:</u> <b>T1:</b> pgs.44-45, 52 <b>T3:</b> pgs.48-49, 116-117 <b>T6:</b> pgs.38-39, 61, 65, 70-71, 84-85 <b>T9:</b> pgs.36-37, 108-109 <b>T10:</b> pgs.26-27, 30-31, 66-67, 76-77
<b>17. Pedals and steers a tricycle (or other wheeled machine)</b>	
<b>18. Demonstrates throwing, kicking, and catching skills</b>	<u>Begins to participate in group games involving movement:</u> <b>T1:</b> pgs.44-45, 52 <b>T3:</b> pgs.48-49, 116-117 <b>T6:</b> pgs.38-39, 61, 65, 70-71, 84-85 <b>T9:</b> pgs.36-37, 108-109 <b>T10:</b> pgs.26-27, 30-31, 66-67, 76-77

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<b>FINE MOTOR SKILLS Curriculum Objectives</b>	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<b>19. Controls small muscles in hands</b>	<u>Refines use of eating utensils:</u> <b>T7:</b> pgs.61, 65 <u>Begins to manipulate play objects that have fine parts:</u> <b>T2:</b> pgs.26, 30, 94, 98 <b>T4:</b> pgs.94-95, 98-99 <b>T5:</b> pgs.94-95, 98-99 <b>T6:</b> pgs.93-95, 97-99 <b>T7:</b> pgs.25-27, 29-31, 110-111, 128-129, 132-133 <b>T8:</b> pgs.26-27, 30-31 <b>T9:</b> pgs.59-61, 63-65 <b>T10:</b> pgs.26, 30
<b>20. Coordinates eye-hand movement</b>	<u>Refines use of eating utensils:</u> <b>T7:</b> pgs.61, 65 <u>Begins to manipulate play objects that have fine parts:</u> <b>T2:</b> pgs.26, 30, 94, 98 <b>T4:</b> pgs.94-95, 98-99 <b>T5:</b> pgs.94-95, 98-99 <b>T6:</b> pgs.93-95, 97-99 <b>T7:</b> pgs.25-27, 29-31, 110-111, 128-129, 132-133 <b>T8:</b> pgs.26-27, 30-31 <b>T9:</b> pgs.59-61, 63-65 <b>T10:</b> pgs.26, 30
<b>21. Uses tools for writing and drawing</b>	<u>Begins to hold writing tool with fingers instead of fist:</u> <b>T1:</b> pgs. 93-95, 97-99 <b>T5:</b> pgs. 25-27, 29-31 <b>T7:</b> pgs. 60-61, 64-65 <b>T8:</b> pgs. 60-61, 64-65, 94-95, 98-99, 128, 132 <b>T9:</b> pgs. 25-26, 29-30, 93-95, 97-99, 128, 132 <b>T10:</b> pgs. 59, 63, 93-95, 97-99, 127-128, 131-132

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**Cognitive Development**  
**LEARNING and PROBLEM-SOLVING SKILLS**  
**Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<p><b>22. Observes objects and events with curiosity</b></p>	<p><u>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena:</u>  <b>T1:</b> pgs. 59-61, 63-65  <b>T2:</b> pgs. 106-107  <b>T3:</b> pgs. 26, 30, 59-61, 63-65, 80-81  <b>T4:</b> pgs. 84-85, 94-95, 98-99  <b>T7:</b> pgs. 66-67, 76-77  <b>T8:</b> pgs. 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133  <b>T9:</b> pgs. 48-49, 116-117  <b>T10:</b> pgs. 32-33, 59-61, 63-65, 116-117  <b>Science Posters:</b> Autumn Leaves, Watch How Things Grow, How a Chick Develops, What Is an Insect?, The Monarch Butterfly, Animals Use Camouflage to Hide, Parts of a Tree, Around the World You Can See..., How Do These Instruments Make Sound? They Vibrate!, How We Get Bread, Bats! Bats! Bats!</p>
<p><b>23. Approaches problems flexibly</b></p>	<p>Implicit objective throughout program, as children exposed to many new and valuable learning situations with extensive scaffolding and support</p>

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**Cognitive Development  
 LEARNING and PROBLEM-SOLVING SKILLS  
 Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<b>24. Shows persistence in approaching tasks</b>	Implicit objective throughout program, as children exposed to many new and valuable learning situations with extensive scaffolding and support
<b>25. Explores cause and effect</b>	<u>Explore by manipulating materials with simple equipment:</u> <b>T3:</b> pgs. 25-27, 29-31 <b>T4:</b> pgs. 94, 98 <b>T6:</b> pgs. 94, 98 <b>T7:</b> pgs. 93-95, 97-99 <b>T9:</b> pgs. 144-145
<b>26. Applies knowledge or experience to a new context</b>	<u>Links new experiences and vocabulary to what is already known about a topic:</u> <b>T1:</b> pgs. 70-71 <b>T2:</b> pgs. 84-85 <b>T3:</b> pgs. 66-67, 80-81, 112-113 <b>T4:</b> pgs. 80-81 <b>T5:</b> pgs. 25-27, 29-31, 42-43, 70-71, 78-79 <b>T6:</b> pgs. 80-81, 100-101, 112 <b>T7:</b> pgs. 68-69, 70-71, 78-79, 108-109, 116-117, 142-143 <b>T8:</b> pgs. 104-105 <b>T9:</b> pgs. 82-83 <b>T10:</b> pgs. 25-27, 29-31, 34-35, 40-41, 102-105, 150-151

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**Cognitive Development**  
**LOGICAL THINKING SKILLS**  
**Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<p><b>27. Classifies objects</b></p>	<p><u>Sorts objects and organisms into groups and begins to describe how groups were organized:</u>  <b>T1:</b> pgs. 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113  <b>T2:</b> pgs. 94-95, 98-99, 112-113  <b>T4:</b> pgs. 26, 30  <b>T5:</b> pgs. 94-95, 98-99  <b>T6:</b> pgs. 94-95, 98-99  <b>T7:</b> pgs. 26-27, 30-31  <b>T8:</b> pgs. 59-61, 63-65, 110-111  <b>T9:</b> pgs. 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151  <b>T10:</b> pgs. 26-27, 30-31, 74-75, 116-117, 136-137, 140-141  <b>Math Concept Cards:</b> #'s, 1-4, 16-18, 35-36  <b>Clifford's Activity Book:</b> pg. 10</p>
<p><b>28. Compares/measures</b></p>	<p><u>Begins to compare the numbers of concrete objects using language:</u>  <b>T4:</b> pgs. 44-45, 50-51  <b>T10:</b> pgs. 142-143  <b>Math Concept Cards:</b> #'s, 1-5, 7-9, 11, 13-14, 16-18, 35  <b>Clifford's Activity Book:</b> pg. 26  <u>Measures the volume of objects:</u>  <b>T7:</b> pgs. 144-145  <b>T8:</b> pgs. 26-27, 34-37, 42-45, 50-51  <b>Math Concept Cards:</b> #'s, 24, 38  <b>Observation and Assessment:</b> pgs. 37, 40</p>
<p><b>29. Arranges objects in a series</b></p>	<p><u>Begins to order two or three objects by size:</u>  <b>T6:</b> pgs. 60, 64, 78-79  <u>Begins to make size comparisons between objects:</u>  <b>T2:</b> pgs. 94-95, 98-99, 102-105, 110-113, 118-119  <b>T6:</b> pgs. 26-27, 30-31, 34-37, 42-43  <b>T8:</b> pgs. 26, 30  <b>T10:</b> pgs. 94-95, 98-99, 127-129, 131-133, 150-151  <b>Math Concept Cards:</b> #'s, 8, 20  <b>Observation and Assessment:</b> pg. 37</p>
<p><b>30. Recognizes patterns and can repeat them</b></p>	<p><u>Recognizes and reproduces simple patterns of concrete objects:</u>  <b>T2:</b> pgs. 42-45, 50-51, 60, 64, 72-75</p>

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	<b>Math Concept Cards: #'s, 1-6, 8</b> <b>Observation and Assessment: pg. 31</b> <b>Clifford's Activity Book: pg. 22</b>
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**Cognitive Development**  
**Logical Thinking (continued)**  
**Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<b>31. Shows an awareness of time concepts</b>	<u>Begins to categorize time intervals and uses language associated with time in everyday situations:</u> <b>T8:</b> pgs. 102-105, 118-119 <b>Math Concept Cards: #'s, 26</b>
<b>32. Shows awareness of position in space</b>	<u>Begins to use words that indicate where things are in space:</u> <b>T1:</b> pgs. 72-73 <b>T3:</b> pgs. 66-67 <b>T7:</b> pgs. 93-94, 97-98, 102-103, 106-107, 110-113, 116-117, 128-129, 132-133 <b>T8:</b> pgs. 128-129, 132-133 <b>T9:</b> pgs. 25-27, 29-31, 42-43, 59-61, 63-65, 68-71, 74-75, 78-79, 84-85 <b>Math Concept Cards: #'s, 8, 21-22, 30-34</b> <b>Clifford's Activity Book: pg. 20</b>
<b>33. Uses one-to-one correspondence</b>	<u>Arranges sets of concrete objects in one-to-one correspondence:</u> <b>T2:</b> pgs. 25, 29 <b>T3:</b> pgs. 94-95, 98-99 <b>T4:</b> pgs. 36-37, 44-45 <b>T5:</b> pgs. 25-26, 29-30 <b>T10:</b> pgs. 94-95, 98-99 <b>Math Concept Cards: #'s, 14, 16-18</b> <b>Clifford's Activity Book: pg. 26</b>

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<b>34. Uses numbers and counting</b>	<p><u>Counts concrete objects to five or higher:</u> <b>T3:</b> pgs. 27, 31, 36-37, 44-45, 60, 64, 68-69, 78-79, 84-85, 94, 98, 100-101, 108-109, 116-117 <b>T4:</b> pgs. 94, 98, 102-105, 110-113, 118-119 <b>T5:</b> pgs. 32-33, 59-60, 63-64, 78-79, 104-105, 116-117 <b>T8:</b> pgs. 144-145 <b>T9:</b> pgs. 72-73, 128, 132 <b>T10:</b> pgs. 59-60, 63-64 <b>Math Concept Cards:</b> #'s, 8-11, 13, 15-19, 23, 35-36, 40 <b>Clifford's Activity Book:</b> pgs. 6, 18, 26 <u>Counts by ones to 10 or higher:</u> <b>T1:</b> pgs. 100-101 <b>T4:</b> pgs. 94, 98, 102-105, 112-113 <b>T5:</b> pgs. 59-60, 63-64 <b>T8:</b> pgs. 140-141 <b>Observation and Assessment:</b> pg. 43</p>
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**SCHOLASTIC SCHOLASTIC EARLY CHILDHOOD PROGRAM™**  
**A Correlation to The Creative Curriculum for Early Childhood Content Standards (Fourth Edition)**

**Cognitive Development  
Representation and Symbolic Thinking  
Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<p><b>35. Takes on pretend roles and situations</b></p>	<p><u>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play:</u>  <b>T3:</b> pgs. 72-73  <b>T5:</b> pgs. 76-77  <b>T6:</b> pgs. 110-111  <u>Begins to create or recreate stories, moods, or experiences through dramatic representations:</u>  <b>T1:</b> pgs. 84-85, 95, 99  <b>T2:</b> pgs. 104-105  <b>T3:</b> pgs. 50-51  <b>T4:</b> pgs. 27, 31, 34-35, 66-67, 76-77  <b>T5:</b> pgs. 32-35, 68-69, 104-105  <b>T6:</b> 25, 27, 29, 31, 78-79, 118-119  <b>T7:</b> pgs. 116-117, 127, 131, 136-137, 140-141  <b>T8:</b> pgs. 26-27, 30-31, 148-149  <b>T9:</b> pgs. 61, 65, 116-117  <b>T10:</b> pgs. 26-27, 30-31</p>
<p><b>36. Makes believe with objects</b></p>	<p><u>Shares books and engages in pretend reading with other children:</u>  <b>T2:</b> pgs. 60-61, 64-65  <b>T6:</b> pgs. 38-39, 118-119  <b>T9:</b> pgs. 152-153</p>
<p><b>37. Makes and interprets representations</b></p>	<p><u>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play:</u>  <b>T3:</b> pgs. 72-73  <b>T5:</b> pgs. 76-77  <b>T6:</b> pgs. 110-111  <u>Begins to create or recreate stories, moods, or experiences through dramatic representations:</u>  <b>T1:</b> pgs. 84-85, 95, 99  <b>T2:</b> pgs. 104-105  <b>T3:</b> pgs. 50-51  <b>T4:</b> pgs. 27, 31, 34-35, 66-67, 76-77  <b>T5:</b> pgs. 32-35, 68-69, 104-105  <b>T6:</b> 25, 27, 29, 31, 78-79, 118-119  <b>T7:</b> pgs. 116-117, 127, 131, 136-137, 140-141  <b>T8:</b> pgs. 26-27, 30-31, 148-149  <b>T9:</b> pgs. 61, 65, 116-117</p>

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	T10: pgs. 26-27, 30-31
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Cognitive Development Listening and Speaking Curriculum Objectives	SCHOLASTIC EARLY CHILDHOOD PROGRAM™
<b>38. Hears and discriminates the sounds of language</b>	<p><u>Becomes increasingly sensitive to the sounds of spoken words:</u>  <b>T1:</b> pgs. 44-45, 74-75, 108-109  <b>T2:</b> pgs. 40-41, 70-71  <b>T3:</b> pgs. 48-49  <b>T4:</b> pgs. 74-75, 116-117  <b>T5:</b> pgs. 36-37, 66-67, 82-83, 108-109  <b>T6:</b> pgs. 66-6  <b>T7:</b> pgs. 40-41  <b>T8:</b> pgs. 36-37, 108-109, 142-143  <b>T9:</b> pgs. 32-33, 138-139  <b>T10:</b> pgs. 78-79, 100-101, 146-147</p> <p><u>Begins to create and invent words by substituting one sound for another:</u>  <b>T4:</b> pgs. 48-49, 82-83  <b>T6:</b> pgs. 100-101  <b>T7:</b> pgs. 66-67  <b>T8:</b> pgs. 150-151  <b>T9:</b> pgs. 108-109  <b>Clifford Activity Book:</b> pgs. 24, 28</p>
<b>39. Expresses self using words and expanded sentences</b>	<p><u>Shows a steady increase in listening and speaking vocabulary:</u>  <b>T1:</b> pgs. 74-75, 112-113  <b>T2:</b> pgs. 114-115  <b>T3:</b> pgs. 36-37, 84-85  <b>T4:</b> pgs. 100-101  <b>T5:</b> pgs. 104-105  <b>T7:</b> pgs. 48-49, 70-71, 78-81  <b>T8:</b> pgs. 142-143, 146-147  <b>T9:</b> pgs. 108-109  <b>T10:</b> pgs. 59-61, 63-65, 116-117, 134-135, 146-147</p> <p><u>Uses new vocabulary in everyday communication:</u>  <b>T1:</b> pgs. 118-119  <b>T3:</b> pgs. 25-27, 29-31, 70-71  <b>T4:</b> pgs. 108-109  <b>T5:</b> pgs. 38-39  <b>T6:</b> pgs. 70-71  <b>T7:</b> pgs. 112-113, 116-117  <b>T9:</b> pgs. 59-61, 63-65, 138-139  <b>T10:</b> pgs. 50-51, 59-61, 63-65, 84-85, 138-139, 152-153</p>

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Curriculum Objectives	SCHOLASTIC EARLY CHILDHOOD PROGRAM™
<b>40. Understands and follows oral directions</b>	<p><u>Understands and follows simple oral directions:</u>  <b>T1:</b> pgs. 59-61, 63-65, 70-71, 78-79, 93-95, 97-99  <b>T2:</b> pgs. 32-33, 36-37, 40-41, 66-67, 78-79, 112-113  <b>T3:</b> pgs. 40-41, 44-45, 78-79, 104-105, 116-117  <b>T4:</b> pgs. 32-33, 48-49, 66-67, 70-71, 78-79, 104-105, 108-109, 112-113, 116-117  <b>T5:</b> pgs. 44-45, 66-67, 74-75  <b>T6:</b> pgs. 44-45  <b>T7:</b> pgs. 36-37, 44-45, 70-71, 76-79, 82-83, 95, 99, 146-147, 150-151  <b>T8:</b> pgs. 36-37, 48-49, 78-79, 93-95, 97-99, 100-101, 108-113, 146-147  <b>T9:</b> pgs. 25-27, 29-31, 44-45, 70-71  <b>T10:</b> pgs. 36-37, 100-101, 127-129, 131-133  <b>Clifford Activity Book:</b> pgs. 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30</p>
<b>41. Answers questions</b>	<p>Implicit objective throughout program, as children exposed to many new and valuable learning situations with extensive scaffolding and support, whereby questions are asked to ascertain learning objectives are being reached</p>
<b>42. Asks questions</b>	<p><u>Asks questions and makes comments related to the current topic of discussion:</u>  <b>T1:</b> pgs. 34-35, 68-69, 112-113  <b>T2:</b> pgs. 80-81, 84-85, 110-113  <b>T3:</b> pgs. 68-69  <b>T4:</b> pgs. 25-26, 29-30, 50-51, 102-103  <b>T5:</b> pgs. 48-49  <b>T6:</b> pgs. 48-49, 70-71  <b>T7:</b> pgs. 25-27, 29-31, 59-61, 63-65, 100-101, 108-111, 146-147  <b>T8:</b> pgs. 25-26, 29-30, 34-35, 48-49, 68-69  <b>T9:</b> pgs. 32-33, 82-83</p>
<b>43. Actively participates in conversation</b>	<p><u>Begins to engage in conversation and follows conversational rules:</u>  <b>T1:</b> pgs. 26-27, 30-31, 104-105, 116-117  <b>T2:</b> pgs. 42-43, 60-61, 64-65, 82-83  <b>T3:</b> pgs. 42-43  <b>T4:</b> pgs. 44-45, 61, 65, 70-71, 74-75, 84-85  <b>T5:</b> pgs. 42-43, 61, 65, 108-109  <b>T6:</b> pgs. 44-45, 93-95, 97-99, 104-105  <b>T7:</b> pgs. 26-27, 30-31, 106-107  <b>T8:</b> pgs. 42-43, 76-77, 144-145, 148-149  <b>T9:</b> pgs. 27, 31, 66-67, 104-105, 127-129, 131-133, 144-145, 150-151  <b>T10:</b> pgs. 94-95, 98-99, 108-109</p> <p><u>Listens to and engages in several exchanges of conversation with others:</u>  <b>T1:</b> pgs. 76-77  <b>T2:</b> pgs. 38-39, 76-77, 102-103  <b>T3:</b> pgs. 68-69, 102-103</p>

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<b>Curriculum Objectives</b>	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
	<b>T4:</b> pgs. 34-35 <b>T5:</b> pgs. 112-113 <b>T6:</b> pgs. 74-75 <b>T7:</b> pgs. 93-95, 97-99, 108-109, 128-129, 132-133 <b>T8:</b> pgs. 116-117, 127-129, 131-133, 138-139 <b>T9:</b> pgs. 26-27, 30-31, 44-45, 100-101, 138-139 <b>T10:</b> pgs. 76-77, 108-109, 138-139

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**Language Development  
 Reading and Writing  
 Curriculum Objectives**

	<b>SCHOLASTIC EARLY CHILDHOOD PROGRAM™</b>
<b>44. Enjoys and values reading</b>	<p><u>Shares books and engages in pretend reading with other children:</u>  <b>T2:</b> pgs. 60-61, 64-65  <b>T6:</b> pgs. 38-39, 118-119  <b>T9:</b> pgs. 152-153</p> <p><u>Demonstrates an interest in books and reading through body language and facial expressions:</u>  <b>T2:</b> pgs. 25-26, 29-30  <b>T3:</b> pgs. 102-103  <b>T5:</b> pgs. 118-119  <b>T6:</b> pgs. 25-27, 29-31  <b>T7:</b> pgs. 136-137  <b>T10:</b> pgs. 34-35</p>
<b>45. Demonstrates understanding of print concepts</b>	<p><u>Understands that print carries a message by recognizing labels, signs, and other print forms in the environment:</u>  <b>T2:</b> pgs. 94-95, 98-99  <b>T4:</b> pgs. 118-119  <b>T5:</b> pgs. 50-51</p> <p><u>Begins to recognize the association between spoken and written words by following the print as it is read aloud:</u>  <b>T2:</b> pgs. 34-35  <b>T3:</b> pgs. 72-73  <b>T4:</b> pgs. 72-73  <b>T5:</b> pgs. 80-81  <b>T7:</b> pgs. 38-39, 50-51, 84-85, 102-103, 118-119  <b>T9:</b> pgs. 46-47  <b>T10:</b> pgs. 38-39, 50-51, 72-73, 84-85, 102-103, 118-119</p>
<b>46. Demonstrates knowledge of the alphabet</b>	<p><u>Identifies 10 or more printed alphabet letters:</u>  <b>T5:</b> pgs. 106-107  <b>T9:</b> pgs. 106-107  <b>T10:</b> pgs. 118-119</p> <p><b>Observation and Assessment:</b> pgs. 27, 42  <b>Clifford Activity Book:</b> pg. 4</p>
<b>47. Uses emerging reading skills to make meaning from print</b>	<p><u>Understands that print carries a message by recognizing labels, signs, and other print forms in the environment:</u>  <b>T2:</b> pgs. 94-95, 98-99  <b>T4:</b> pgs. 118-119  <b>T5:</b> pgs. 50-51</p> <p><u>Begins to recognize the association between spoken and written words by</u></p>

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Curriculum Objectives	SCHOLASTIC EARLY CHILDHOOD PROGRAM™
	<p><u>following the print as it is read aloud:</u>  <b>T2:</b> pgs. 34-35  <b>T3:</b> pgs. 72-73  <b>T4:</b> pgs. 72-73  <b>T5:</b> pgs. 80-81  <b>T7:</b> pgs. 38-39, 50-51, 84-85, 102-103, 118-119  <b>T9:</b> pgs. 46-47  <b>T10:</b> pgs. 38-39, 50-51, 72-73, 84-85, 102-103, 118-119</p>
<p><b>48. Comprehends and interprets meaning from books and other texts</b></p>	<p><u>Understands that print carries a message by recognizing labels, signs, and other print forms in the environment:</u>  <b>T2:</b> pgs. 94-95, 98-99  <b>T4:</b> pgs. 118-119  <b>T5:</b> pgs. 50-51  <u>Begins to recognize the association between spoken and written words by following the print as it is read aloud:</u>  <b>T2:</b> pgs. 34-35  <b>T3:</b> pgs. 72-73  <b>T4:</b> pgs. 72-73  <b>T5:</b> pgs. 80-81  <b>T7:</b> pgs. 38-39, 50-51, 84-85, 102-103, 118-119  <b>T9:</b> pgs. 46-47  <b>T10:</b> pgs. 38-39, 50-51, 72-73, 84-85, 102-103, 118-119</p>
<p><b>49. Understands the purpose of writing</b></p>	<p><u>Uses known letters and approximations of letters to represent written language:</u>  <b>T3:</b> pgs. 38-39  <b>T4:</b> pgs. 60, 64  <b>T5:</b> pgs. 106-107  <b>T5:</b> pgs. 26-27, 30-31  <b>T8:</b> pgs. 102-103  <b>T9:</b> pgs. 50-51, 84-85  <b>T10:</b> pgs. 46-47  <u>Attempts to use a variety of forms of writing:</u>  <b>T6:</b> pgs. 60-61, 64-65  <b>T8:</b> pgs. 118-119  <b>T9:</b> pgs. 50-51, 80-81  <b>T10:</b> pgs. 50-51  <u>Attempts to write messages as part of playful activity:</u>  <b>T2:</b> pgs. 94-95, 98-99</p>
<p><b>50. Writes letters and words</b></p>	<p><u>Uses known letters and approximations of letters to represent written language:</u>  <b>T3:</b> pgs. 38-39  <b>T4:</b> pgs. 60, 64</p>

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	<p><b>T5:</b> pgs. 106-107  <b>T5:</b> pgs. 26-27, 30-31  <b>T8:</b> pgs. 102-103  <b>T9:</b> pgs. 50-51, 84-85  <b>T10:</b> pgs. 46-47  <u>Attempts to use a variety of forms of writing:</u>  <b>T6:</b> pgs. 60-61, 64-65  <b>T8:</b> pgs. 118-119  <b>T9:</b> pgs. 50-51, 80-81  <b>T10:</b> pgs. 50-51  <u>Attempts to write messages as part of playful activity:</u>  <b>T2:</b> pgs. 94-95, 98-99</p>