

Objectives for Development & Learning: Language

This document shows the scope of knowledge, skills, concepts and behaviors in The Creative Curriculum® System for Preschool and the sequence in which they are introduced. These concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

Skills developed birth to 3	New knowledge, skills, concepts or behaviors learned in Preschool
<p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <ul style="list-style-type: none"> • Finds his favorite illustration in a storybook when asked • Listens to friend tell about cut finger and then goes to the dramatic play area to get a Band-Aid® • Responds using gestures to compare the sizes of the three leaves 	<p>Responds appropriately to complex statements, questions, vocabulary, and stories</p> <ul style="list-style-type: none"> • Answers appropriately when asked, “How do you think the car would move if it had square wheels?” • Builds on ideas about how to fix the broken wagon • Acts out the life cycle of a butterfly after the teacher reads a story about it
<p>Follows directions of two or more steps that relate to familiar objects and experiences</p> <ul style="list-style-type: none"> • Washes and dries hands after being reminded about the hand-washing sequence • Completes a sequence of tasks, “Get the book bin and put it on the table. Then bring the paper and crayons.” 	<p>Follows detailed, instructional, multistep directions</p> <ul style="list-style-type: none"> • Follows instructions for navigating a new computer program • Follows teacher’s guidance: “To feed the fish, first get the fish flakes. Open the jar and sprinkle a pinch of food on the water. Finally, put the lid on the jar and put it back on the shelf.”
<p>Describes and tells the use of many familiar items</p> <ul style="list-style-type: none"> • When making pancakes, says, “Here is the beater. Let me beat the egg with it.” • Responds, “We used the big, red umbrella so we both could get under it.” 	<p>Incorporates new, less familiar or technical words in everyday conversations</p> <ul style="list-style-type: none"> • Uses a communication device to say, “My bird went to the vet. He has a disease. He’s losing his feathers.” • Says, “I’m not sure I can put it together. It’s complicated.”
<p>Is understood by most people; may mispronounce new, long, or unusual words</p> <ul style="list-style-type: none"> • Says, “I saw ants and a hoppergrass” (grasshopper) • Speaks so is understood by the school visitor 	<p>Pronounces multisyllabic or unusual words correctly</p> <ul style="list-style-type: none"> • Says, “Oh, that one has layers, it’s a <i>sedimentary</i> rock.” • Says, “What does <i>ostracize</i> mean?” after hearing the word read in <i>Abiyoyo</i>

<p>Uses complete, four- to six word sentences</p> <ul style="list-style-type: none"> • Says, "I chose two books." • Says, "We are going to the zoo." • Says, "Momma came and we went home." 	<p>Uses long, complex sentences and follows most grammatical rules</p> <ul style="list-style-type: none"> • Says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat." • Notices when sentences do not make sense; tries to correct them
<p>Tells stories about other times and places that have a logical order and that include major details</p> <ul style="list-style-type: none"> • Tells about past experiences, reporting the major events in a logical sequence • Says, "I went to the shoe store with Gran. I got two pairs of new shoes." 	<p>Tells elaborate stories that refer to other times and places</p> <ul style="list-style-type: none"> • Dictates an elaborate story of her recent visit to the bakery, including details of who, what, when, why, and how • Tells many details as he acts out his recent trip to the shoe store
<p>Engages in conversations of at least three exchanges</p> <ul style="list-style-type: none"> • Stays on topic during conversations • Maintains the conversation by repeating what the other person says or by asking questions 	<p>Engages in complex, lengthy conversations (five or more exchanges)</p> <ul style="list-style-type: none"> • Offers interesting comments with communication device • Extends conversation by moving gradually from one topic to a related topic
<p>Uses acceptable language and social rules while communicating with others; may need reminders</p> <ul style="list-style-type: none"> • Takes turns in conversations but may interrupt or direct talk back to self • Regulates volume of voice when reminded 	<p>Uses acceptable language and social rules during communication with others</p> <ul style="list-style-type: none"> • Uses a softer voice when talking with peers in the library and a louder voice on the playground • Says, "Hello," back to the museum curator on a trip