

Expanded Forerunners

*The Creative Curriculum*®

# Developmental Continuum

For Ages 3-5

PUBLISHED BY:  
Teaching Strategies, Inc.  
P.O. Box 42243  
Washington, DC 20015  
[www.TeachingStrategies.com](http://www.TeachingStrategies.com)  
Printed in the United States  
ISBN 13: 978-1-933021-13-3  
ISBN 10: 1-933021-13-6

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# Acknowledgments

Thanks to Whit Hayslip and Karen Krische for their leading role in the development of the Expanded Forerunners of *The Creative Curriculum® Developmental Continuum for Ages 3–5*. The following individuals participated in developing the Forerunner steps and examples and in the process of reworking many drafts: Sheryl Babbitt, Karen Britton, Mindy Brookshire, Jan Davis, Anne Kuschner, Nancy Lieberman, Michael Lopez-Breaux, Joyce Palacio, Eileen Shimony, Monica Vacca, Elizabeth Villaseñor, and Helene Weingarten. The Expanded Forerunners team at Teaching Strategies included Diane Trister Dodge, Toni Bickart, Jennifer Park-Jadotte, Candy Jones, Jennifer Love King, and Laurie Taub.



# The Expanded Forerunners of *The Creative Curriculum*<sup>®</sup> Developmental Continuum for Ages 3–5

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# A Guide for Users

The Expanded Forerunners and this Guide supplement *The Creative Curriculum® Developmental Continuum for Ages 3–5* and *A Teacher’s Guide to Using The Creative Curriculum® Developmental Continuum Assessment System*. The primary purpose of the *Developmental Continuum* is to help teachers determine what individual children know and are able to do. With that information, teachers can plan a program that will help children continue to develop and learn. Families, education officials, and the general public are also interested in children’s progress. They want assurance that all children, including those with special education needs and diagnosed disabilities, have access to the general curriculum, are working to attain the same high standards as their non-disabled peers, and are making progress. The Expanded Forerunners were developed with these concerns in mind and at the request of teachers who are working in both self-contained special education classrooms and inclusive settings.

## Understanding the Forerunner Level

The goals and objectives of *The Creative Curriculum® for Preschool* give you direction for planning a developmentally appropriate program and a guide for determining how all children are progressing in four areas of development: social/emotional, physical, cognitive, and language. *The Creative Curriculum® Developmental Continuum for Ages 3–5* outlines the typical development of preschool-age children by describing the steps that children usually take as they achieve each of 50 objectives. While Steps I, II, and III of the *Developmental Continuum* describe the stages of development for most preschool children, some of the children in your program might not have already reached Step I.

How do you describe the different strengths of children who have not yet reached Step I of a particular objective? How do you plan for their learning? How do you show their progress? The Expanded Forerunners of the *Developmental Continuum* describe three sequential developmental steps (with examples) within the Forerunner level for each objective. They help you observe children’s emerging skills and understandings, describe their strengths and abilities, and assess their progress toward Step I.

Children function at the Forerunner level for various reasons and for various lengths of time, and their abilities range widely. Some children at the Forerunner level simply lack experience or opportunities to develop particular skills or understandings. Others have a diagnosed disability in one area of development but function at a more advanced level in other areas. For example, a child who is physically challenged by cerebral palsy might be developing more quickly in terms of social/emotional, cognitive, and language objectives. Still other children have delays across all four developmental areas. A child who lacks experience may progress rapidly when provided opportunity, but a child with a disability, or one who is eligible for special education services for other reasons, may function throughout the preschool years at the Forerunner level in one or more developmental areas. These children are still developing and learning, and the Expanded Forerunners offer a way to describe their strengths, plan appropriate support, and track their progress.

Consider two children who are at the Forerunner level on Objective 17, “Pedals and steers a tricycle (or other wheeled vehicle).” Anna has cerebral palsy, which is a diagnosed disability; Zack lives in a high-rise apartment building and has never ridden a tricycle. While neither child currently is able to pedal in a forward direction and to steer around wide corners (Step I), they have skills that are important to achieving that step. Anna is learning to balance on a tricycle while it is being pushed, which is Forerunner 1. Zack is learning to pedal and steer, which is Forerunner 3. Knowing where each child is functioning in relation to the *Developmental Continuum* and knowing the next step, their teacher is able to plan experiences and offer appropriate support to help each child progress. Because of her disability, Anna might remain at the Forerunner level on this objective throughout her preschool years, but she can be expected to move from Forerunner 1 to Forerunner 2 or 3. Zack is functioning at a Forerunner level because of his lack of experience with tricycles. Given opportunities to ride tricycles regularly, he is expected to progress to Step I or further within a few months.



## Looking at the Objectives and the Expanded Forerunners

The following illustration shows how the Expanded Forerunners describe sequential developmental steps within the Forerunner level for each objective.

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
1. <b>Shows ability to adjust to new situations</b>	Watches classroom activities with family member  <i>e.g., stands behind family member and observes other children</i>	Engages in classroom activities when family member is nearby  <i>e.g., goes to another part of the room with teacher, checking back occasionally to see family member</i>	Engages in classroom activities with support of familiar staff member  <i>e.g., says good-bye to parent and joins activity but may still show distress for a time; joins activity with teacher but looks toward door through which parent left</i>	Treats arrival and departure as routine parts of the day  <i>e.g., says good-bye to family members without undue stress; accepts comfort from teacher</i>

The three shaded boxes below the long arrow are labeled *Forerunner 1*, *Forerunner 2*, and *Forerunner 3*. They describe points of emerging skill development before Step I of the particular objective. Step I approximates a beginning level of development typical of children ages 3–5. For Objective 1, “Shows ability to adjust to new situations,” Forerunner 1 is “Watches classroom activities with family member.” An example of what a child might do at this Forerunner step is stand behind a family member to observe other children.

The next description of emergent behavior that relates to this objective is Forerunner 2: “Engages in classroom activities when family member is nearby.” For example, a child at the Forerunner 2 step might go to another part of the room with a teacher, checking back occasionally to see a family member.

A more advanced level of skill development is Forerunner 3: “Engages in classroom activities with support of familiar staff member.” An example that illustrates this Forerunner step is a child who joins an activity with a familiar teacher but looks toward the door through which his parent left.

Keep in mind that the examples offered in the Expanded Forerunners, like those offered throughout the *Developmental Continuum*, are sample behaviors that illustrate a particular Forerunner step. You might not observe these particular behaviors, but you would observe behavior of similar complexity.

## **Using the Expanded Forerunners to Assess Children's Development and Learning**

The Expanded Forerunners are used to assess children's progress in the same way as the other steps of the *Developmental Continuum*. The process is described in *A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System*. However, the people involved in the assessment process and your sources of information about the child might be different when a preschool child has not yet reached Step I.

For example, a child with special educational needs may be evaluated by a team that includes such professionals as a physician, psychologist, and speech and language pathologist. Working with the child's family, the program might develop an Individualized Education Program, or IEP. The IEP provides information about the nature of a child's disability and what must be done to meet his educational strengths and needs. It contains descriptions of the child's current levels of functioning in all areas of suspected disability. The IEP is used with the *Developmental Continuum* and the Expanded Forerunners as you observe this child. Remember that information in the IEP provides only a snapshot of a child's development at a particular time and only in the area(s) of disability. Ongoing observation of a child during everyday activities expands this profile and increases your ability to plan experiences that support learning.

There may be another child who does not seem to be developing typically in certain areas but who does not have an IEP. Ongoing observation of this child is necessary as well. The Forerunner steps may help you identify this child's strengths in areas of difficulty. The other steps of the *Developmental Continuum* will help you describe strengths in other areas of development.

Children, both with and without an IEP, may be observed by additional people, such as general and special education teachers; classroom assistants; family members; and specialists such as physical, occupational, and speech therapists. One of the roles of a child's primary teacher is to plan a systematic way to observe, document, and organize anecdotal notes so that everyone involved can participate and contribute information.

## Collecting Facts

When support specialists and other teachers, along with the primary teacher, observe and collect facts about a child, a more complete picture grows of the child's abilities over time, across settings, and as the child relates to many different people. One commonly used system for sharing information is a simple binder with a tabbed divider for each child in the classroom. Multiple pieces of four colors of paper are put behind each divider, one color for each of the four developmental areas (e.g., green for social/emotional, yellow for physical, pink for cognitive, and blue for language). As information is gathered about a child, observation notes are made on Post-its® or labels (initialed by the observer) and then put on the corresponding pages in the child's section of the binder.

Work samples can also be collected for each child's portfolio. For example, an occupational therapist assisting a child with writing tools would save dated samples of a child's artwork and contribute explanatory notes. A speech and language therapist might include audio- or videotapes in an electronic portfolio to document a child's language skills.

## Using the Expanded Forerunners to Evaluate Children's Progress

Children's progress is usually evaluated at three checkpoints during the year. In most programs, these evaluations are completed about six weeks after school starts, at mid-year, and six weeks before school ends. If you are evaluating a child who is receiving support services from others, gather the teaching team to review the information collected for each objective and then use the *Developmental Continuum for Ages 3–5* and the Expanded Forerunners to decide which step the child has reached. The child's progress is then recorded on the *Individual Child Profile* or the *Individual Child Profile—Expanded Forerunners*.

The *Individual Child Profile—Expanded Forerunners* form lists the three Forerunner steps as well as Steps I, II, and III of each objective. Use this form if a child is at Forerunner 1 or 2 on multiple objectives or is at the Forerunner level on most objectives in one or more developmental areas. If you only need to record the Forerunner 3 step on a few objectives, use the *Individual Child Profile* and record the Forerunner 3 step next to the words "Forerunner examples."

## Using the Expanded Forerunners to Plan for Children’s Development and Learning

Checkpoints are times for you and the rest of the teaching team to think about a child’s progress, summarize what has been learned about a child, and discuss ways to support the child’s continued development and learning. Record the summary for each area of development on the *Child Progress and Planning Report* to share with family members. Checkpoints are also wonderful times for the teaching team and family to meet and share information about the child’s accomplishments, interests, needs, and challenges, and to plan jointly how best to support the child’s development and learning.

If a child is diagnosed with a disability, the Expanded Forerunners may be helpful in crafting IEP goals. When a child has an IEP, refer to it to make decisions about the child’s progress toward meeting the IEP goals and objectives. The IEP goals should help teachers make adaptations and scaffold learning so that a child can participate fully in the program. Whether or not a child has an IEP, the information from the *Child Progress and Planning Report* should be used to make instructional decisions for the next year.


### Conclusion

We hope this Guide has helped you understand the purpose and uses of the Expanded Forerunners. For a complete review of the *Developmental Continuum Assessment System*, please refer to *A Teacher’s Guide to Using The Creative Curriculum® Developmental Continuum Assessment System*.

# SOCIAL/EMOTIONAL DEVELOPMENT

## Sense of Self

### Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5 			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>1.</p> <p><b>Shows ability to adjust to new situations</b></p>	<p>Watches classroom activities with family member</p> <p><i>e.g., stands behind family member and observes other children</i></p>	<p>Engages in classroom activities when family member is nearby</p> <p><i>e.g., goes to another part of the room with teacher, checking back occasionally to see family member</i></p>	<p>Engages in classroom activities with support of familiar staff member</p> <p><i>e.g., says good-bye to parent and joins activity but may still show distress for a time; joins activity with teacher but looks toward door through which parent left</i></p>	<p>Treats arrival and departure as routine parts of the day</p> <p><i>e.g., says good-bye to family members without undue stress; accepts comfort from teacher</i></p>
<p>2.</p> <p><b>Demonstrates appropriate trust in adults</b></p>	<p>Shows pleasure about the presence of familiar adult</p> <p><i>e.g., smiles when sees family member; waves to mom across the room</i></p>	<p>Seeks familiar adult for comfort</p> <p><i>e.g., looks toward or cries out to teacher when distressed</i></p>	<p>Shows preference for interacting with familiar adult</p> <p><i>e.g., chooses activity led by familiar adult; follows familiar teacher to a new activity</i></p>	<p>Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy</p> <p><i>e.g., explores the indoor and outdoor environments without being fearful; summons adult when assistance is needed</i></p>
<p>3.</p> <p><b>Recognizes own feelings and manages them appropriately</b></p>	<p>Shows feelings through gestures and facial expressions</p> <p><i>e.g., laughs when another child puts on a funny hat; claps when excited; cries when hurt</i></p>	<p>Recognizes feelings when they are labeled by an adult</p> <p><i>e.g., calms when teacher says, "You're angry because Mike wouldn't give you a turn"; responds with nod when teacher asks, "Does that song make you feel happy?"</i></p>	<p>Labels own feelings with an adult's support</p> <p><i>e.g., after parent leaves, repeats after teacher, "I'm sad to see mommy go"</i></p>	<p>Identifies and labels own feelings</p> <p><i>e.g., says, "I'm mad at you"; "I really want to paint today"</i></p>
<p>4.</p> <p><b>Stands up for rights</b></p>	<p>Shows a response to action of another child</p> <p><i>e.g., reacts with a squeal or stomp</i></p>	<p>Expresses needs and desires nonverbally</p> <p><i>e.g., takes adult's hand to show or obtain desired object</i></p>	<p>Asserts own needs and desires verbally, with adult support</p> <p><i>e.g., says, "My turn" after being prompted by adult</i></p>	<p>Physically or verbally asserts needs and desires</p> <p><i>e.g., continues to hold classroom pet another child wants; lets teacher know if another child refuses to give anyone a turn on the ride-on truck</i></p>

# Responsibility for Self and Others

## Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>5.</p> <p><b>Demonstrates self-direction and independence</b></p>	<p>Makes a simple yes or no choice</p> <p><i>e.g., turns head away when offered some food</i></p>	<p>Engages in activity chosen by adult</p> <p><i>e.g., plays with playdough when teacher gives it to her</i></p>	<p>Chooses one activity out of choice of two and plays briefly on own</p> <p><i>e.g., given a choice of cars or blocks, child chooses blocks and starts to stack</i></p>	<p>Chooses and becomes involved in one activity out of several options</p> <p><i>e.g., during free play decides to play with giant dominoes on floor in toys and games area; after waking up from nap, takes book from shelf in library area and looks at it</i></p>
<p>6.</p> <p><b>Takes responsibility for own well-being</b></p>	<p>Allows adult to attend to personal needs, such as dressing or washing hands, without resistance</p> <p><i>e.g., lies quietly while teacher changes diaper; allows teacher to wash hands</i></p>	<p>Cooperates with adult attending to physical needs</p> <p><i>e.g., climbs onto changing table; pushes arm through sleeve as teacher pulls sleeve into place</i></p>	<p>Uses self-help skills with adult assistance</p> <p><i>e.g., puts on coat when aided by teacher; pulls pants down and up with adult assistance</i></p>	<p>Uses self-help skills with occasional reminders</p> <p><i>e.g., tries new foods when encouraged by teacher; washes hands with soap and water following procedures taught</i></p>
<p>7.</p> <p><b>Respects and cares for classroom environment and materials</b></p>	<p>Uses and cares for materials with physical assistance</p> <p><i>e.g., holds watering can with teacher and waters classroom plants; assists teacher in putting out a place mat</i></p>	<p>Uses and cares for materials with adult modeling</p> <p><i>e.g., puts pegs in container after adult starts to do so; sees adult washing brushes and joins in</i></p>	<p>Uses and cares for materials, following adult's suggestion</p> <p><i>e.g., plays with table blocks after adult introduces them; gets a sponge to wipe up spilled milk when encouraged; puts book away when prompted</i></p>	<p>Uses materials in appropriate ways</p> <p><i>e.g., paints at easel; turns pages in book carefully without tearing</i></p>
<p>8.</p> <p><b>Follows classroom routines</b></p>	<p>Joins routines with physical assistance</p> <p><i>e.g., holds adult's hand to go to cubby and get coat; participates with adult in wiping hands</i></p>	<p>Follows routines with adult modeling or other guidance</p> <p><i>e.g., when given blanket, takes it to her cot for nap time; stops playing and helps teacher put toys away when teacher begins cleaning up</i></p>	<p>Participates in classroom routines, following others</p> <p><i>e.g., washes hands in imitation of another child; gets coat after watching another child get coat and go to door</i></p>	<p>Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</p> <p><i>e.g., after cleaning up, goes to rug for circle time when the teacher strums the autoharp</i></p>

## Responsibility for Self and Others (continued)

### Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>9.</p> <p><b>Follows classroom rules</b></p>	<p>Follows simple directions, sometimes with physical assistance</p> <p><i>e.g., rests quietly on cot at nap time</i></p>	<p>Follows classroom rules when modeled by teacher or peers</p> <p><i>e.g., stops running and walks in room when teacher stops him and shows him what to do</i></p>	<p>Follows simple rules and limits when verbal cues are combined with gestures</p> <p><i>e.g., stops talking when adult puts index finger on lips and says, “Shh”</i></p>	<p>Follows classroom rules with reminders</p> <p><i>e.g., responds positively to guidance such as “speak with your indoor voice”</i></p>

# Prosocial Behavior

## Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			Step I
	Forerunner 1	Forerunner 2	Forerunner 3	
<p>10.</p> <p><b>Plays well with other children</b></p>	<p>Takes an interest in other children at play</p> <p><i>e.g., watches other children play with toys</i></p>	<p>Plays comfortably alongside another child</p> <p><i>e.g., plays with blocks near other children</i></p>	<p>Imitates what other children are doing, interacting occasionally</p> <p><i>e.g., dumps puzzle and turns over pieces, after watching peer do so</i></p>	<p>Works/plays cooperatively with one other child</p> <p><i>e.g., draws or paints beside peer, making occasional comments; has a pretend phone conversation with another child</i></p>
<p>11.</p> <p><b>Recognizes the feelings of others and responds appropriately</b></p>	<p>Notices others' expressions of feelings</p> <p><i>e.g., looks at laughing child</i></p>	<p>Imitates expressions of feelings</p> <p><i>e.g., mirrors the angry face of another child</i></p>	<p>Uses simple labels to identify feelings</p> <p><i>e.g., says, "She's mad"; "Susie sad"</i></p>	<p>Is aware of other children's feelings and often responds in a like manner</p> <p><i>e.g., laughs or smiles when others are happy; says a child is sad because her mom left</i></p>
<p>12.</p> <p><b>Shares and respects the rights of others</b></p>	<p>Plays with familiar adult using same material</p> <p><i>e.g., joins with adult in fill-and-dump game</i></p>	<p>Participates in activity with other child using same materials</p> <p><i>e.g., selects items from a tray also used by other children making collages</i></p>	<p>Participates in simple turn taking with adult involvement</p> <p><i>e.g., rolls ball back and forth with another child for several turns, with teacher's encouragement</i></p>	<p>With prompts, shares or takes turns with others</p> <p><i>e.g., allows sand timer to regulate turns with favorite toys; complies with teacher's request to let another child have a turn on the tricycle</i></p>
<p>13.</p> <p><b>Uses thinking skills to resolve conflicts</b></p>	<p>Reacts to conflict with emotion</p> <p><i>e.g., cries when a child takes a toy away</i></p>	<p>Reacts to conflict but calms when adult provides solution</p> <p><i>e.g., cries when a child takes a toy away and stops crying when teacher offers another toy</i></p>	<p>Seeks teacher to resolve conflict</p> <p><i>e.g., looks for teacher when a child takes a toy away</i></p>	<p>Accepts compromise when suggested by peer or teacher</p> <p><i>e.g., agrees to play with another toy while waiting for a turn; goes to "peace table" with teacher and peer to solve a problem</i></p>



# PHYSICAL DEVELOPMENT


## Gross Motor

Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>14.</p> <p><b>Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</b></p>	<p>Moves with adult support</p> <p><i>e.g., helps adult turn wheels on wheelchair; moves feet forward with assistance</i></p>	<p>Moves independently for a short distance</p> <p><i>e.g., scoots, crawls, maneuvers, or walks independently; transitions from sitting to standing</i></p>	<p>Moves with direction and beginning coordination, with some support</p> <p><i>e.g., runs but sometimes falls; jumps; hops while holding teacher's hand; walks with support around barriers</i></p>	<p>Moves with direction and beginning coordination</p> <p><i>e.g., runs avoiding obstacles; jumps forward, may lead with one foot; hops in place once or twice</i></p>
<p>15.</p> <p><b>Shows balance while moving</b></p>	<p>Walks in intended direction when hand is held</p>	<p>Walks forward in intended direction, without support</p>	<p>Walks forward while straddling a line</p>	<p>Attempts to walk along a line, stepping off occasionally</p>
<p>16.</p> <p><b>Climbs up and down</b></p>	<p>Crawls up stairs, with adult support</p>	<p>Climbs up stairs, with support and by placing one foot beside the other on each stair, and slides or crawls down</p>	<p>Climbs up and down stairs, with support</p>	<p>Climbs a short, wide ladder</p>
<p>17.</p> <p><b>Pedals and steers a tricycle (or other wheeled vehicle)</b></p>	<p>Balances on wheeled vehicle while vehicle is being pushed by adult</p>	<p>Maintains balance and keeps feet on pedals while vehicle is being pushed by adult</p>	<p>Pedals vehicle forward and begins to steer, without assistance</p>	<p>Pedals in forward direction, steering around wide corners</p>
<p>18.</p> <p><b>Demonstrates throwing, kicking, and catching skills</b></p>	<p>Plays with a large ball</p> <p><i>e.g., reaches for ball rolling by; pushes ball away from self; throws ball in random direction</i></p>	<p>Attempts to direct a large ball's path</p> <p><i>e.g., kicks at or rolls a ball in the direction of another person; pushes ball across the room</i></p>	<p>Throws, catches, and kicks objects, with some adult support</p> <p><i>e.g., throws beanbag with hand-over-hand assistance; catches a rolled ball with arms and body; kicks a ball to another child while holding teacher's hand</i></p>	<p>Throws, catches, and kicks objects with somewhat awkward movements</p> <p><i>e.g., throws ball with both hands; catches a large ball against body; kicks ball from standing position</i></p>

# Fine Motor

## Developmental Continuum for Ages 3–5

Curriculum Objectives				
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<b>19.</b>  <b>Controls small muscles in hands</b>	Grasps objects with entire hand (palmar grasp)	Grasps and releases toys intentionally <i>e.g., drops objects into container</i>	Uses thumb and fingers to manipulate objects (pincer grasp) <i>e.g., touches thumb to finger to pick up objects</i>	Manipulates objects with hands <i>e.g., places large pegs in pegboard; buttons large buttons on own clothes; uses scissors to make snips</i>
<b>20.</b>  <b>Coordinates eye-hand movement</b>	Reaches for desired objects <i>e.g., reaches for cookies on plate during snack time</i>	Picks up objects and moves them <i>e.g., picks up large block and drops it in basket</i>	Purposefully connects objects that go together, with adult assistance <i>e.g., connects two Duplo® blocks with hand-over-hand assistance</i>	Performs simple manipulations <i>e.g., makes a necklace with a string and large beads; rolls and pounds playdough; places pegs in pegboard</i>
<b>21.</b>  <b>Uses tools for writing and drawing</b>	Notices and begins to try to use crayons and markers to make random marks	Holds crayon or marker in fist and purposefully makes marks on paper using whole-arm movements	Holds marker or crayon in fist and scribbles on paper, varying movements and watching the resulting lines	Holds a marker or crayon with thumb and two fingers; makes simple strokes

# COGNITIVE DEVELOPMENT

## Learning and Problem Solving

### Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>22.</p> <p><b>Observes objects and events with curiosity</b></p>	<p>Turns toward and follows something of interest</p> <p><i>e.g., looks at teacher when teacher sings; watches the computer screen another child is using</i></p>	<p>Notices new materials in the environment</p> <p><i>e.g., goes to display table to examine a new collection of shells; selects a new car from the shelf</i></p>	<p>Repeats manipulations of objects that arouse curiosity</p> <p><i>e.g., tries pushing, pulling, turning toy to make it work; turns wheel on water wheel, again and again</i></p>	<p>Examines with attention to detail, noticing attributes of objects</p> <p><i>e.g., points out stripes on caterpillar; notices it gets darker when the sun goes behind a cloud; points out changes in animals or plants in room</i></p>
<p>23.</p> <p><b>Approaches problems flexibly</b></p>	<p>Manipulates an object</p> <p><i>e.g., scoops sand; holds a toy car</i></p>	<p>Explores objects to see how they work</p> <p><i>e.g., rolls dough into a ball, pounds it with fist, and makes cuts with plastic knife</i></p>	<p>Makes repeated attempts to accomplish a task</p> <p><i>e.g., puts paint smock on after many trials; turns block until it fits shape sorter opening</i></p>	<p>Finds multiple uses for classroom objects</p> <p><i>e.g., uses wooden blocks as musical instruments; strings wooden beads into necklace for dress-up</i></p>
<p>24.</p> <p><b>Shows persistence in approaching tasks</b></p>	<p>Plays purposefully with toy for a brief period, with adult support</p> <p><i>e.g., rolls ball back and forth with adult</i></p>	<p>Directs attention to one task at a time, with encouragement</p> <p><i>e.g., stays at table to work on puzzle when adult offers to help</i></p>	<p>Stays involved in activity for short periods</p> <p><i>e.g., finger paints for 5 minutes and then asks for more paper</i></p>	<p>Sees simple tasks through to completion</p> <p><i>e.g., puts toys away before going on to next activity; completes 5-piece puzzle</i></p>
<p>25.</p> <p><b>Explores cause and effect</b></p>	<p>Associates an action with an outcome</p> <p><i>e.g., looks toward door that is being opened when someone is about to enter the room</i></p>	<p>Manipulates an object and reacts</p> <p><i>e.g., makes impression on dough using cookie cutter, looks at impression, and smiles</i></p>	<p>Repeats an action to get same effect</p> <p><i>e.g., turns light switch on and off repeatedly; stacks blocks and watches them fall several times</i></p>	<p>Notices and comments on effect</p> <p><i>e.g., while shaking a jar of water says, “Look at the bubbles when I do this”; after spinning around and stopping says, “Spinning makes the room look like it’s moving up and down”</i></p>

## Learning and Problem Solving (continued)

### Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>26.</p> <p><b>Applies knowledge or experience to a new context</b></p>	<p>Engages in everyday activities</p> <p><i>e.g., feeds in same way at school and at home; plays with toys similar to ones at home; holds favorite blanket at nap time</i></p>	<p>Recalls prior experiences</p> <p><i>e.g., claps hands when told she may paint; asks teacher to play song that he liked the day before</i></p>	<p>Relates classroom activities to own experiences</p> <p><i>e.g., says, “I have a dog,” after hearing book Where’s Spot?; tells teacher that he has a bike after hearing a story about a bike</i></p>	<p>Draws on everyday experiences and applies this knowledge to similar situations</p> <p><i>e.g., washes hands after playing at sand table; rocks baby doll in arms</i></p>

# Logical Thinking

## Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>27.</p> <p><b>Classifies objects</b></p>	<p>Recognizes familiar objects in environment</p> <p><i>e.g., knows that some items can be eaten but not others</i></p>	<p>Notices an item that is different in many respects from a group of objects</p> <p><i>e.g., takes giraffe out of bin filled with toy cars</i></p>	<p>Groups similar kinds of objects together</p> <p><i>e.g., puts cars, blocks, and people figures in separate piles</i></p>	<p>Sorts objects by one property such as size, shape, color, or use</p> <p><i>e.g., sorts pebbles into three buckets by color; puts square block with other square blocks</i></p>
<p>28.</p> <p><b>Compares/measures</b></p>	<p>Locates own possessions from among those belonging to others</p> <p><i>e.g., selects own backpack</i></p>	<p>Notices something new or different in many respects</p> <p><i>e.g., points to a new classmate; goes directly to a new toy on shelf</i></p>	<p>Notices objects that are similar in many ways</p> <p><i>e.g., says, “His shoes are like mine”</i></p>	<p>Notices similarities and differences</p> <p><i>e.g., states, “The rose is the only flower in our garden that smells”; “I can run fast in my new shoes”</i></p>
<p>29.</p> <p><b>Arranges objects in a series</b></p>	<p>Puts three or more objects in a pile</p> <p><i>e.g., places three blocks in a pile</i></p>	<p>Puts three or more objects in a line</p> <p><i>e.g., lines up four cars in a row</i></p>	<p>Lines up or stacks two or three objects, from big to little</p> <p><i>e.g., lines up three bear figures, from papa to mama to baby; stacks two or three graduated rings or nesting cups correctly by size</i></p>	<p>Notices when one object in a series is out of place</p> <p><i>e.g., removes the one measuring spoon out of place in a line and tries to put it in right place</i></p>
<p>30.</p> <p><b>Recognizes patterns and can repeat them</b></p>	<p>Imitates simple sounds or movements made by adult</p> <p><i>e.g., makes a gesture similar to an adult’s motion; claps in response to adult clapping</i></p>	<p>Places similar objects in a row</p> <p><i>e.g., places all red cars in a line</i></p>	<p>Repeats a simple pattern modeled by adult</p> <p><i>e.g., claps hands twice after hearing the refrain “If You’re Happy and You Know It Clap Your Hands!”; says, “E-I-E-I-O,” when adult sings “Old McDonald”</i></p>	<p>Notices and recreates simple patterns with objects</p> <p><i>e.g., makes a row of blocks alternating in size (big-small-big-small); strings beads in repeating patterns of 2 colors</i></p>

## Logical Thinking (continued)

### Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>31.</p> <p><b>Shows awareness of time concepts and sequence</b></p>	<p>Anticipates the next step in a routine, with adult assistance</p> <p><i>e.g., points to blanket when teacher says, “What do you need to get ready to rest?”</i></p>	<p>Associates a familiar cue with a routine</p> <p><i>e.g., gets place mat when she sees lunch cart arrive</i></p>	<p>Understands what comes next in daily schedule</p> <p><i>e.g., says, “After we go outside, it’s time for lunch”</i></p>	<p>Demonstrates understanding of the present and may refer to past and future</p> <p><i>e.g., responds appropriately when asked, “What did you do this morning?”; talks about, “Later, when Mom comes to pick me up”</i></p>
<p>32.</p> <p><b>Shows awareness of position in space</b></p>	<p>Experiments with objects by moving them</p> <p><i>e.g., places blocks on top of each other; moves the furniture in the Dramatic Play Area</i></p>	<p>Shows awareness of own body in space by orienting self in a given space</p> <p><i>e.g., avoids objects</i></p>	<p>Follows positional directions modeled by adult</p> <p><i>e.g., puts objects in, on, or under another object by imitating an adult’s actions</i></p>	<p>Shows comprehension of basic positional words and concepts</p> <p><i>e.g., puts object in, on, under, on top of, or next to another object as requested</i></p>
<p>33.</p> <p><b>Uses one-to-one correspondence</b></p>	<p>Puts objects in one container</p> <p><i>e.g., puts sand into pail</i></p>	<p>Places one object in each designated space, with adult guidance</p> <p><i>e.g., completes row of pegs started by adult in large pegboard</i></p>	<p>Places an object in each designated place, without adult guidance</p> <p><i>e.g., puts a doll in each hole in a toy bus until all holes are filled</i></p>	<p>Matches pairs of objects in one-to-one correspondence</p> <p><i>e.g., searches through dress-ups to find two shoes for her feet</i></p>
<p>34.</p> <p><b>Uses numbers and counting</b></p>	<p>Understands the concept of <i>one</i></p> <p><i>e.g., picks up one object when asked; says, “Give me one”</i></p>	<p>Understands the concept of <i>more</i></p> <p><i>e.g., says, “More cheese”; hands pegs to a child who asks for more</i></p>	<p>Counts to five by rote</p> <p><i>e.g., counts to five while singing a counting song</i></p>	<p>Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p><i>e.g., says the numbers from 1 to 5 while moving finger along a row of 8 items (not realizing that counting means one number per item)</i></p>

# Representation and Symbolic Thinking

## Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<b>35.</b>  <b>Takes on pretend roles and situations</b>	Accepts roles chosen by others and plays along  <i>e.g., drinks pretend milk poured by other child; says, “Meow,” when asked what a cat says</i>	Engages in pretend play when initiated by an adult  <i>e.g., takes toy phone and says, “Hello,” when teacher offers phone and teacher says, “It’s your Mom”</i>	Engages in pretend play  <i>e.g., pretends to pour milk into a cup; sits in teacher’s chair and imitates teacher’s gestures seen previously</i>	Performs and labels actions associated with a role  <i>e.g., feeding the baby doll, says, “I’m the Mommy”; picks up phone and says, “Hello, is Suzie there?”</i>
<b>36.</b>  <b>Makes believe with objects</b>	Plays purposefully with familiar play object  <i>e.g., uses wooden hammer to pound wooden pegs</i>	Imitates others’ pretend play with familiar objects, with adult guidance  <i>e.g., rocks doll, imitating teacher; holds toy phone to ear after teacher says, “It’s for you”</i>	Uses realistic props to imitate actions of others  <i>e.g., imitates teacher who is pretending to iron a dress; imitates another child’s use of toy hammer on playhouse roof</i>	Interacts appropriately with real objects or replicas in pretend play  <i>e.g., uses a broken phone to make a pretend phone call; puts playdough cookies on little plastic plates</i>
<b>37.</b>  <b>Makes and interprets representations</b>	Interacts with adult to build or create something  <i>e.g., sits on floor and adds blocks to tower, with adult assistance</i>	Uses materials to build or create something with adult guidance  <i>e.g., begins to build tower when teacher says, “Let’s build a tower”</i>	Uses materials to build or create something on own  <i>e.g., piles blocks into a tower; holds crayon and scribbles on paper</i>	Draws or constructs and then names what it is  <i>e.g., draws pictures with different shapes and says, “This is my house”; lines up unit blocks and says, “I’m making a road”</i>

# LANGUAGE DEVELOPMENT

## Listening and Speaking

### Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p><b>38.</b></p> <p><b>Hears and discriminates the sounds of language</b></p>	<p>Responds to sounds in the environment</p> <p><i>e.g., turns head when hears a voice; moves body in response to song</i></p>	<p>Listens attentively to familiar sounds</p> <p><i>e.g., calms when a favorite song is played; looks at teacher when hears teacher's voice</i></p>	<p>Discriminates and identifies familiar sounds</p> <p><i>e.g., says, "Cat," when hears teacher imitate meowing; says, "Fire truck," when hears siren</i></p>	<p>Plays with words, sounds, and rhymes</p> <p><i>e.g., repeats songs, rhymes, and chants; says, "Oh you Silly Willy"</i></p>
<p><b>39.</b></p> <p><b>Expresses self using words and expanded sentences</b></p>	<p>Uses gestures or sounds to communicate</p> <p><i>e.g., points to door when wants to go outside</i></p>	<p>Uses single word or approximations to communicate</p> <p><i>e.g., says, "Ba," for ball; uses sign language for book; says, "Cookie"</i></p>	<p>Uses two-word phrases</p> <p><i>e.g., says, "All gone," "Go out," "Want bike"</i></p>	<p>Uses simple sentences (3–4 words) to express wants and needs</p> <p><i>e.g., "I want the trike"</i></p>
<p><b>40.</b></p> <p><b>Understands and follows oral directions</b></p>	<p>Responds to simple verbal directions that are combined with physical assistance</p> <p><i>e.g., extends arms up when teacher taps underarm and says, "Arms up"; rubs hands together at sink, with adult help</i></p>	<p>Follows oral directions with adult modeling</p> <p><i>e.g., begins putting beads in container when teacher begins to do so herself while saying, "Let's put the beads in the box"</i></p>	<p>Follows one-step oral directions when given cues</p> <p><i>e.g., sits down after teacher points to chair and says, "Please sit down"; gets doll after teacher shows picture of doll and says, "Go get the doll"</i></p>	<p>Follows one-step directions</p> <p><i>e.g., "Please get a tissue"</i></p>
<p><b>41.</b></p> <p><b>Answers questions</b></p>	<p>Answers simple questions by vocalizing; understands that a question requires a response</p> <p><i>e.g., looks at speaker when a question is asked; smiles when teacher asks, "Do you want to go to the Block Area?"</i></p>	<p>Answers simple yes/no questions verbally</p> <p><i>e.g., says, "Yes," when asked whether she wants to paint; responds, "No," when asked if he is finished painting</i></p>	<p>Answers simple questions about a choice of two objects</p> <p><i>e.g., points to cookie when teacher holds up items and asks, "What do you want, a cookie or a cracker?" and says, "Cookie," when teacher prompts, "Say 'cookie'"</i></p>	<p>Answers simple questions with one or two words</p> <p><i>e.g., when asked for name says, "Curtis"; says, "Purple and blue," when asked the colors of paint</i></p>



## Listening and Speaking (continued)

### Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p><b>42.</b></p> <p><b>Asks questions</b></p>	<p>Uses gestures or facial expressions to express needs</p> <p><i>e.g., holds up cup for more milk; points to picture of ambulance and looks to adult to give the name</i></p>	<p>Uses rising intonation to ask questions</p> <p><i>e.g., says, “Bike?” to ask whether she may go outdoors</i></p>	<p>Uses some “wh-” words to ask questions</p> <p><i>e.g., asks, “What that?” “Where Mommy?”</i></p>	<p>Asks simple questions</p> <p><i>e.g., “What’s for lunch?” “Can we play outside today?”</i></p>
<p><b>43.</b></p> <p><b>Actively participates in conversations</b></p>	<p>Participates in back and forth vocal play</p> <p><i>e.g., repeats, “Aah,” each time adult says, “Aah”</i></p>	<p>Responds to routine greetings</p> <p><i>e.g., waves or says, “Hello” or “Bye-bye” in response to “Hello” or “Bye-bye”</i></p>	<p>Interacts verbally with others in nonroutine ways</p> <p><i>e.g., looks at another child’s painting and asks, “Doggy?”</i></p>	<p>Responds to comments and questions from others</p> <p><i>e.g., when one child says, “I have new shoes,” shows own shoes and says, “Look at my new shoes”</i></p>


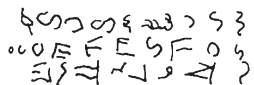
# Reading and Writing

## Developmental Continuum for Ages 3–5

Curriculum Objectives	Developmental Continuum for Ages 3–5			
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<p>44.</p> <p><b>Enjoys and values reading</b></p>	<p>Shows interest in books</p> <p><i>e.g., child gets book and opens and closes book</i></p>	<p>Looks at books with adults</p> <p><i>e.g., looks at book while in an adult's lap</i></p>	<p>Expresses pleasure with familiar books</p> <p><i>e.g., feels different textures in Pat the Bunny and smiles; bounces with the rhythm of teacher's voice when teacher reads Brown Bear, Brown Bear, What Do You See?</i></p>	<p>Listens to stories being read</p> <p><i>e.g., asks teacher to read favorite story; repeats refrain when familiar book is read aloud</i></p>
<p>45.</p> <p><b>Demonstrates understanding of print concepts</b></p>	<p>Notices and responds to pictures</p> <p><i>e.g., recognizes familiar book by its cover; looks at picture in book when object in picture is named by an adult</i></p>	<p>Finds own possessions when labeled with own photo and name</p> <p><i>e.g., child finds cubby that is labeled with her picture and name</i></p>	<p>Recognizes logos and pictures</p> <p><i>e.g., identifies McDonald's logo; sees picture label of beads on shelf and says, "Beads go here."</i></p>	<p>Knows that print carries the message</p> <p><i>e.g., points to printed label on shelf and says, "Cars go here"; looking at the name the teacher has written on another child's drawing, says, "Whose is this?"</i></p>
<p>46.</p> <p><b>Demonstrates knowledge of the alphabet</b></p>	<p>Participates in singing songs about the alphabet</p> <p><i>e.g., hums or moves body when you sing alphabet song</i></p>	<p>Shows awareness of letters in the environment</p> <p><i>e.g., points to alphabet on wall and starts singing alphabet song; looks at an alphabet book</i></p>	<p>Matches two letters that are alike</p> <p><i>e.g., child matches letter M to another letter M</i></p>	<p>Recognizes and identifies a few letters by name</p> <p><i>e.g., points to a cereal box and says, "That's C like in my name"</i></p>
<p>47.</p> <p><b>Uses emerging reading skills to make meaning from print</b></p>	<p>Notices pictures in a book</p> <p><i>e.g., directs gaze to pictures in book</i></p>	<p>Reacts to pictures in a book</p> <p><i>e.g., touches picture and asks, "Dat?"; smiles while looking at picture of puppy in book</i></p>	<p>Identifies pictures in a book</p> <p><i>e.g., points to picture of banana when teacher asks, "Where is the banana?"; points to picture of dog and says, "Dog"</i></p>	<p>Uses illustrations to guess what the text says</p> <p><i>e.g., looking at The Three Pigs, says, "And the wolf blew down the pig's house"</i></p>

# Reading and Writing (continued)

## Developmental Continuum for Ages 3–5

Curriculum Objectives				
	Forerunner 1	Forerunner 2	Forerunner 3	Step I
<b>48.</b>  <b>Comprehends and interprets meaning from books and other texts</b>	Relates to pictures in a book  <i>e.g., points to objects in a picture book; identifies family members in album</i>	Imitates characters or actions in a book being read  <i>e.g., growls like Max when teacher growls as she reads Where the Wild Things Are</i>	Relates story to self and shares information  <i>e.g., after hearing a story about new shoes, says, “New shoes,” and points to own shoes</i>	Imitates act of reading in play  <i>e.g., holds up book and pretends to read to baby doll; takes out phonebook in dramatic play area to make a phone call</i>
<b>49.</b>  <b>Understands the purpose of writing</b>	Observes when others write  <i>e.g., stops and watches teacher as teacher writes</i>	Experiments with writing utensils  <i>e.g., makes marks on paper with crayons, markers, or stamps</i>	Draws a simple picture  <i>e.g., draws a circle and says, “It’s a ball”</i>	Imitates act of writing in play  <i>e.g., pretends to write a prescription while playing clinic; scribble writes next to a picture</i>
<b>50.</b>  <b>Writes letters and words</b>	Tries to use writing tools to make marks on paper	Scribbles randomly on paper	Scribbles may include some lines and other shapes	Uses scribble writing and letter-like forms  



P.O. Box 42243  
Washington, DC 20015  
[www.TeachingStrategies.com](http://www.TeachingStrategies.com)  
800-637-3652

ISBN-13: 978-1-933021-13-3  
ISBN-10: 1-933021-13-6

