

Crosswalk of *The Creative Curriculum*[®] for *Preschool, Sixth Edition* With the *Pre-K CLASS*[®]

The *CLASS*[®] (Classroom Assessment Scoring System[®]) is a program-quality assessment and professional development system for measuring and improving teacher–child interactions. *The Creative Curriculum*[®] for *Preschool, Sixth Edition*, is made up of *The Foundation*—six research-based volumes that provide the knowledge base of the curriculum—and *Daily Resources*, which offer step-by-step guidance in the form of *Teaching Guides* and additional classroom tools. This document was created by analyzing the *Pre-K CLASS*[®] domains, dimensions, and indicators and then identifying aligned sample curriculum components from *The Creative Curriculum*[®] for *Preschool, Sixth Edition* that may support those teacher–child interactions.

Teaching Strategies and Teachstone staff created this document to illustrate the relationship between and support the use of the *Pre-K CLASS*[®] dimensions and *The Creative Curriculum*[®] for *Preschool, Sixth Edition*, curriculum components.

References

Teaching Strategies, LLC. (2016). *GOLD[®] objectives for development & learning, birth through third grade*. Bethesda, MD: Author.
Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom assessment scoring system manual, pre-k*. Charlottesville, VA: Teachstone.

Pre-K CLASS® Dimensions and Indicators	The Creative Curriculum® for Preschool Foundation Volumes (examples may include the following)	The Creative Curriculum® for Preschool Daily Resources (examples may include the following)
Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the <i>Pre-K CLASS</i> ®		
Domain: Emotional Support		
Positive Climate		
<ul style="list-style-type: none"> • Relationships • Positive affect • Positive communication • Respect 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum</i>®</p> <ul style="list-style-type: none"> • Teacher–Child Interactions and Relationships, pp. 3–5 • Social–Emotional Competence, pp. 5–7 <p>Volume 1, Chapter 1</p> <ul style="list-style-type: none"> • Social–Emotional Development pp. 28–29 • Individual Differences, pp. 36–47 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Building a Relationship With Each Child, pp. 142–143 • Helping Children Learn to Work and Play With Others, pp. 143–144 • Classroom Strategies That Support Positive Peer Relationships and Friendships, pp. 145–146 • Using Positive Guidance Strategies, pp. 146–147 • Teaching Social Problem-Solving Skills, pp. 149–152 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards</i>™ feature an “Including All Children” section to support adaptations to meet children’s needs <ul style="list-style-type: none"> ○ <i>Intentional Teaching Card</i> SE04, “Actively Listening to Children” ○ <i>Intentional Teaching Card</i> SE06, “Talk About Feelings” ○ <i>Intentional Teaching Card</i> SE08, “Group Problem Solving” ○ <i>Intentional Teaching Card</i> SE29, “Take a Breath” ○ <i>Intentional Teaching Card</i> LL01, “Shared Writing” ○ <i>Intentional Teaching Card</i> LL19, “Silly Names” • “Teaching Sequence” sections on <i>Intentional Teaching Cards</i>™ offer guidance on individualizing the experiences to meet the needs of all children. • <i>LearningGames</i>® are a collection of short, engaging activities for families to support the learning experiences at school. Each <i>Intentional Teaching Card</i>™ suggests a related <i>LearningGames</i>® activity. • <i>Teaching Guides</i> provide support to acknowledge children’s emotions and individualize the investigation to reflect the community and children’s interests. <ul style="list-style-type: none"> ○ <i>Beginning the Year Teaching Guide</i> ○ <i>The First Six Weeks: Building Your Classroom Community</i> offers guidance to create a responsive, engaging classroom environment, structure and community to support children’s transition into the preschool classroom. <ul style="list-style-type: none"> ▪ “<i>Getting Started Checklist</i>” contains reminders of important items to consider when preparing for the first days of school ○ <i>Teaching Guides featuring Studies</i> on the following topics: Trees; Clothes; Reduce, Reuse, Recycle; Buildings; Balls; Insects; Sand; Signs; Simple Machines; and Tubes and Tunnels • <i>Mighty Minutes</i>® engage children in short and playful activities to intentionally teach language, literacy, math, science, social studies, and physical skills throughout the day. <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 25, “Freeze” ○ <i>Mighty Minutes</i> 78, “Hello Friends”

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Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the <i>Pre-K CLASS®</i>		
Negative Climate		
<ul style="list-style-type: none"> • Negative affect • Punitive control • Sarcasm and disrespect • Severe negativity 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum®</i></p> <ul style="list-style-type: none"> • Teacher–Child Interactions and Relationships, pp. 3–5 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Creating a Classroom Community, pp. 140–146 • Building a Relationship With Each Child, pp. 142–143 • Helping Children Learn to Work and Play With Others, pp. 143–144 • Teaching Social Problem-Solving Skills, pp. 149–152 • Helping Children Regain Control, pp. 157 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i> <ul style="list-style-type: none"> ○ <i>Intentional Teaching Card</i> SE13, “Conflict Resolution” ○ <i>Intentional Teaching Card</i> SE16, “‘I’ Statements” ○ <i>Intentional Teaching Card</i> SE17, “Supporting Children to Use Their Words” ○ <i>Intentional Teaching Card</i> SE18, Encouragement ○ <i>Intentional Teaching Card</i> SE24, “I Don’t Like That!” • “Teaching Sequence” and “Including All Children” sections support adaptations to meet children’s needs and offer guidance on individualizing the experiences. • <i>The First Six Weeks: Building Your Classroom Community</i> <ul style="list-style-type: none"> ○ “Getting Started Checklist” • <i>Mighty Minutes®</i> <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 77, “Hello Bingo” ○ <i>Mighty Minutes</i> 130, “Hello, How Are You?” ○ <i>Mighty Minutes</i> 143, “The Feelings in Your Face”

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Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the <i>Pre-K CLASS®</i>		
Teacher Sensitivity		
<ul style="list-style-type: none"> • Awareness • Responsiveness • Addresses problems • Student comfort 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum®</i></p> <ul style="list-style-type: none"> • Teacher–Child Interactions and Relationships, pp. 3–5 <p>Volume 1, Chapter 1</p> <ul style="list-style-type: none"> • What Preschool Children Are Like, pp. 28–35 • Individual Differences, pp. 36–47 <p>Volume 1, Chapter 2</p> <ul style="list-style-type: none"> • Setting Up and Maintaining the Classroom, pp. 54–68 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Creating a Classroom Community, pp. 140–146 • Teaching Intentionally and Responsively, pp. 158–173 <p>Volume 2</p> <ul style="list-style-type: none"> • The Teacher’s Role (each chapter) • “Creating an Environment for (specific interest area)”(by chapter) <p>Volume 5, Chapter 3</p> <ul style="list-style-type: none"> • People and How They Live, pp. 95–99 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i> feature the “Including All Children” section to support adaptations to meet children’s needs. <ul style="list-style-type: none"> ○ <i>Intentional Teaching Card</i> SE03, “Calm-Down Place” ○ <i>Intentional Teaching Card</i> SE07, “Good-Byes” ○ <i>Intentional Teaching Card</i> SE13, “Conflict Resolution” ○ <i>Intentional Teaching Card</i> SE28, “Our Feelings Song” • <i>Mighty Minutes®</i> <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 66, “Musical Junk” ○ <i>Mighty Minutes</i> 99, “Let’s All Follow” ○ <i>Mighty Minutes</i> 106, “Silly Dance” • <i>Teaching Guides</i> provide support to individualize the study to reflect children’s interests and investigation questions throughout the study. • <i>The First Six Weeks: Building Your Classroom Community</i> <ul style="list-style-type: none"> ○ “Getting Started Checklist”

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Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the <i>Pre-K CLASS®</i>		
Regard for Student Perspectives		
<ul style="list-style-type: none"> • Flexibility and student focus • Support for autonomy and leadership • Student expression • Restriction of movement 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum®</i></p> <ul style="list-style-type: none"> • Teacher–Child Interactions and Relationships, pp. 3–5 <p>Volume 1, Chapter 1</p> <ul style="list-style-type: none"> • What Preschool Children Are Like, pp. 28–35 • Individual Differences, pp. 36–47 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Creating a Classroom Community, pp. 140–141 • Building a Relationship With Each Child, pp. 142–143 • Guiding Children’s Behavior, pp. 146–157 • Teaching Intentionally and Responsively, pp. 158–173 <p>Volume 2</p> <ul style="list-style-type: none"> • The Teacher’s Role (each chapter) • “How (by Interest Area) Promotes Development and Learning” (each chapter) • “Creating an Environment for (specific interest area)” (by chapter) 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i> feature the “Including All Children” section to support adaptations to meet children’s needs <ul style="list-style-type: none"> ○ <i>Intentional Teaching Card</i> SE17, “Supporting Children to Use Their Words” ○ <i>Intentional Teaching Card</i> SE28, “Our Feelings Song” ○ <i>Intentional Teaching Card</i> SE36, “Let’s Learn Together” ○ <i>Intentional Teaching Card</i> P22, “Follow the Leader” ○ <i>Intentional Teaching Card</i> P23, “Ways to Travel” • <i>Mighty Minutes®</i> <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 02, “Just Like Mine” ○ <i>Mighty Minutes</i> 05, “Silly Willy Walking” ○ <i>Mighty Minutes</i> 107, “Mirror, Mirror” • <i>Teaching Guides</i> provide support to individualize the study to reflect children’s interests and investigation questions throughout the study. • <i>The First Six Weeks: Building Your Classroom Community</i> <ul style="list-style-type: none"> ○ “Getting Started Checklist”

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<p>Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the <i>Pre-K CLASS®</i></p>		
<p>Domain: Classroom Organization</p>		
<p>Behavior Management</p>		
<ul style="list-style-type: none"> • Clear behavior expectations • Proactive • Redirection of misbehavior • Student behavior 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum®</i></p> <ul style="list-style-type: none"> • Teacher–Child Interactions and Relationships, pp. 3–5 • Social–Emotional Competence, pp. 5–7 • Interacting With the Environment, pp. 11–12 <p>Volume 1, Chapter 1</p> <ul style="list-style-type: none"> • What Preschool Children Are Like, pp. 28–35 <p>Volume 1, Chapter 2</p> <ul style="list-style-type: none"> • Setting Up and Maintaining the Classroom, pp. 54–68 • Establishing a Structure for Each Day, pp. 69–84 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Creating a Classroom Community, pp. 140–146 • Guiding Children’s Behavior, pp. 146–157 • Teaching Intentionally and Responsively, pp. 158–173 <p>Volume 2</p> <ul style="list-style-type: none"> • The Teacher’s Role (each chapter) • “Creating an Environment for (specific interest area)” (by chapter) 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i> feature the “Including All Children” and “Teaching Sequence” sections to support adaptations and offer guidance on individualizing the experiences to meet the needs of all children. • <i>Teaching Guides</i> provide support to acknowledge children’s ideas and prepare for intentional learning experiences. <ul style="list-style-type: none"> ◦ <i>The First Six Weeks: Building Your Classroom Community</i> <ul style="list-style-type: none"> ▪ “Getting Started Checklist” • <i>Intentional Teaching Cards™</i> <ul style="list-style-type: none"> ◦ <i>Intentional Teaching Card</i> SE09, “Big Rule, Little Rule” ◦ <i>Intentional Teaching Card</i> SE11, “Great Groups” ◦ <i>Intentional Teaching Card</i> SE15, “Making Choices” ◦ <i>Intentional Teaching Card</i> SE16, “I Statements” ◦ <i>Intentional Teaching Card</i> LL78, “That’s How You Do It!” • <i>Mighty Minutes®</i> <ul style="list-style-type: none"> ◦ <i>Mighty Minutes</i> 06, “This Is the Way” ◦ <i>Mighty Minutes</i> 18, “I’m Thinking Of…” ◦ <i>Mighty Minutes</i> 73, “Are You Ready?” ◦ <i>Mighty Minutes</i> 82, “Let’s Clean Up!”

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<p>Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the <i>Pre-K CLASS®</i></p>		
<p>Productivity</p>		
<ul style="list-style-type: none"> • Maximizing learning time • Routines • Transitions • Preparation 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum®</i></p> <ul style="list-style-type: none"> • Teacher–Child Interactions and Relationships, pp. 3–5 • Social–Emotional Competence, pp. 5–7 • Interacting With the Environment, pp. 11–12 <p>Volume 1, Chapter 1</p> <ul style="list-style-type: none"> • What Preschool Children Are Like, pp. 28–35 <p>Volume 1, Chapter 2</p> <ul style="list-style-type: none"> • Setting Up and Maintaining the Classroom, pp. 54–68 • Establishing a Structure for Each Day, pp. 69–84 • Planning Each Week, pp. 85–89 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Creating a Classroom Community, pp. 140–146 <p>Volume 2</p> <ul style="list-style-type: none"> • The Teacher’s Role (each chapter) 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i> list the materials needed for the experience. • <i>Teaching Guides</i> feature At-A-Glance overviews that list all the materials needed for each week of the study. <ul style="list-style-type: none"> ◦ <i>The First Six Weeks: Building Your Classroom Community</i> • <i>Intentional Teaching Cards™</i> <ul style="list-style-type: none"> ◦ <i>Intentional Teaching Card</i> SE02, “Look Who’s Here!” ◦ <i>Intentional Teaching Card</i> SE07, “Good-Byes” ◦ <i>Intentional Teaching Card</i> SE20, “Cleanup Time” ◦ <i>Intentional Teaching Card</i> SE22, “When, Then Statements” ◦ <i>Intentional Teaching Card</i> SE31, “Playful Routines” ◦ <i>Intentional Teaching Card</i> SE32, “Planning for Change” ◦ <i>Intentional Teaching Card</i> SE35, “Right Where It Belongs” • <i>Mighty Minutes®</i> engage children in short and playful activities that turn every minute of the day into a learning opportunity. <ul style="list-style-type: none"> ◦ <i>Mighty Minutes</i> 85, “Listen for Your Name” ◦ <i>Mighty Minutes</i> 92, “Name Cheer!”

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Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the Pre-K CLASS®		
Instructional Learning Formats		
<ul style="list-style-type: none"> • Effective facilitation • Variety of modalities and materials • Student interest • Clarity of learning objectives 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum</i>®</p> <ul style="list-style-type: none"> • Teacher–Child Interactions and Relationships, pp. 3–5 <p>Volume 1, Chapter 1</p> <ul style="list-style-type: none"> • What Preschool Children Are Like, pp. 28–35 • Individual Differences, pp. 36–47 <p>Volume 1, Chapter 2</p> <ul style="list-style-type: none"> • Setting Up and Maintaining the Classroom, pp. 54–68 <p>Volume 1, Chapter 3</p> <ul style="list-style-type: none"> • What Children Learn, pp. 92–136 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Guiding Children’s Behavior, pp. 146–157 • Teaching Intentionally and Responsively, pp. 158–173 <p>Volume 2</p> <ul style="list-style-type: none"> • “What Children Learn in the (Interest Area)” (each chapter) For example, in the Sand and Water area: <ul style="list-style-type: none"> ○ “Why do you think the tunnel collapsed?” ○ “You really made that waterwheel go fast. What can you do to make it turn slowly?” ○ “How can you keep the water from coming out of the holes in the bottle?” • The Teacher’s Role (each chapter) 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards</i>™ feature “Including All Children” and “Teaching Sequence” sections to support adaptations and offer guidance on individualizing the experiences to meet the needs of all children. • <i>Intentional Teaching Cards</i>™ and <i>Mighty Minutes</i>® feature text in quotation marks that suggest ways to lead the experiences and objectives for development and learning that are being addressed in the experience. • <i>Intentional Teaching Cards</i>™ offer “Questions to Guide Your Observations” that support for teachers to observe how children are demonstrating the objectives of the experience and list the interest area in which the card can be used most effectively. • <i>Teaching Guides</i> offer suggestions on how to interact responsively with children during planned learning experiences and as children explore during free choice time. • <i>Mighty Minutes</i>® feature suggestions for adaptations to meet the needs and learning styles of all children. <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 139, “Yes, I Can!” ○ <i>Mighty Minutes</i> 142, “The Feelings Dance” ○ <i>Mighty Minutes</i> 154, “People Count”

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Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the Pre-K CLASS®		
Domain: Instructional Support		
Concept Development		
<ul style="list-style-type: none"> • Analysis and reasoning • Creating • Integration • Connections to the real world 	<p>Volume 1, Theory and Research Behind The Creative Curriculum®</p> <ul style="list-style-type: none"> • Constructive, Purposeful Play, pp. 8–10 <p>Volume 1, Chapter 1</p> <ul style="list-style-type: none"> • What Preschool Children Are Like, pp. 28–35 <p>Volume 1, Chapter 3</p> <ul style="list-style-type: none"> • What Children Learn, pp. 92–136 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Teaching Intentionally and Responsively, pp. 158–173 • Assessing Children’s Learning, pp. 173–187 <p>Volume 2</p> <ul style="list-style-type: none"> • “What Children Learn in the (Interest Area)” (each chapter) For example, in the Library area: <ul style="list-style-type: none"> ○ Mathematics: “Introduce time concepts by repeating words and phrases such as ‘a long, long time ago,’ ‘tomorrow,’ ‘in a little while,’ or ‘many days later.’ ○ Technology: “Encourage children to experiment with basic operations and concepts of technology as they use computers and tablets and other mobile digital devices for interactive story reading.” • The Teacher’s Role • Each chapter offers guidance for observing and responding to individual children and interacting with children in each interest area. <p>Volume 4, Chapter 2</p> <ul style="list-style-type: none"> • Connections, pp. 55–58 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i> feature experiences that encourage children to analyze, think creatively, and make connections to their lives. • <i>Intentional Teaching Cards™</i> and <i>Mighty Minutes®</i> feature text in quotation marks that suggest ways to lead the experiences. • <i>Teaching Guides</i> encourage children to investigate interesting topics by making observations, documenting their ideas by creating illustrations and charts, and offer suggestions on how to lead conversations during planned and spontaneous explorations. • <i>Mighty Minutes®</i> engage children in short and playful activities that intentionally teach language, literacy, math, science, social studies, and physical skills throughout the day. <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 18, “I’m Thinking Of...” ○ <i>Mighty Minutes</i> 23, “Hi-Ho, the Derry-O” ○ <i>Mighty Minutes</i> 31, “What’s Inside the Box?” ○ <i>Mighty Minutes</i> 110, “What Would Happen If...?” ○ <i>Mighty Minutes</i> 122, “What Could This Be?”

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Quality of Feedback		
<ul style="list-style-type: none"> • Scaffolding • Feedback loops • Prompting thought processes • Providing information • Encouragement and affirmation 	<p>Volume 1, Theory and Research Behind The Creative Curriculum®</p> <ul style="list-style-type: none"> • Constructive, Purposeful Play, pp. 8–10 <p>Volume 1, Chapter 3</p> <ul style="list-style-type: none"> • What Children Learn, pp. 92–136 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Teaching Intentionally and Responsively, pp. 158–173 • Assessing Children’s Learning, pp. 173–187 <p>Volume 2</p> <ul style="list-style-type: none"> • “What Children Learn in the (Interest Area)” (each chapter) • The Teacher’s Role • Each chapter offers guidance for observing and responding to individual children and interacting with children in each interest area. <p>Volume 3, Chapter 2</p> <ul style="list-style-type: none"> • Planning Your Literacy Program, pp. 38–63 <p>Volume 3, Chapter 3</p> <ul style="list-style-type: none"> • Teaching Strategies: <ul style="list-style-type: none"> ○ Talking, Singing, and Playing With Language, pp. 66–74 ○ Storytelling, pp. 88–96 ○ Story Retelling, pp. 97–102 <p>Volume 3, Chapter 4</p> <ul style="list-style-type: none"> • Observing and Responding to Children, pp. 128–129 • Interacting With Children in the Library Area, pp. 130–132 • Observing Children’s Understanding (each interest area) <p>Volume 4, Chapter 1</p> <ul style="list-style-type: none"> • Observing Children’s Understanding (found in each “Component of Mathematics”) <p>Volume 4, Chapter 2</p> <ul style="list-style-type: none"> • Communication, pp. 53–54 • Connections, pp. 55–58 <p>Volume 4, Chapter 3</p> <ul style="list-style-type: none"> • pp. 63–103 <p>Volume 4, Chapter 4</p> <ul style="list-style-type: none"> • Observing Children’s Understanding (found in each interest area) <p>Volume 5</p> <ul style="list-style-type: none"> • Planning Your [Science and Technology, Social Studies, Arts] Program • [Interest Area] in Interest Areas and Outdoors 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i> feature experiences that encourage children to discuss their thoughts, think creatively, and learn new information. <ul style="list-style-type: none"> ○ <i>Intentional Teaching Card</i> LL26, “Searching the Web” ○ <i>Intentional Teaching Card</i> LL62, “Retelling Wordless Books” ○ <i>Intentional Teaching Card</i> SE18, “Encouragement” ○ <i>Intentional Teaching Card</i> SE19, “Friendship & Love Cards” • <i>Intentional Teaching Cards™</i> and <i>Mighty Minutes®</i> feature text in quotation marks that suggest ways to lead the experiences. • <i>Teaching Guides</i> encourage children to investigate interesting topics by making observations, discoveries, and forming new ideas. • <i>Mighty Minutes®</i> engage children in short and playful activities that intentionally teach language, literacy, math, science, social studies, and physical skills throughout the day. <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 19, “I Spy With My Little Eye” ○ <i>Mighty Minutes</i> 68, “I Have a Secret” ○ <i>Mighty Minutes</i> 97, “Shape Hunt”

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Implementing these curriculum components with fidelity may support teacher–child interactions as measured by the Pre-K CLASS®		
Language Modeling		
<ul style="list-style-type: none"> • Frequent conversations • Open-ended questions • Repetition and extension • Self- and parallel-talk • Advanced language 	<p>Volume 1, Theory and Research Behind <i>The Creative Curriculum</i>®</p> <ul style="list-style-type: none"> • Constructive, Purposeful Play, pp. 8–10 <p>Volume 1, Chapter 3</p> <ul style="list-style-type: none"> • What Children Learn, pp. 92–136 <p>Volume 1, Chapter 4</p> <ul style="list-style-type: none"> • Teaching Intentionally and Responsively, pp. 158–173 • Assessing Children’s Learning, pp. 173–187 <p>Volume 2</p> <ul style="list-style-type: none"> • “What Children Learn in the (Interest Area)” (by chapter) • The Teacher’s Role • Each chapter offers guidance for observing and responding to individual children and interacting with children in each interest area. <p>Volume 3, Chapter 1</p> <ul style="list-style-type: none"> • Components of Literacy, pp. 1–37 <p>Volume 3, Chapter 2</p> <ul style="list-style-type: none"> • Planning Your Literacy Program, pp. 38–63 <p>Volume 3, Chapter 3</p> <ul style="list-style-type: none"> • Teaching Strategies, pp. 64–117 • Studies: Using Literacy to Learn, pp. 118–123 <p>Volume 3, Chapter 4</p> <ul style="list-style-type: none"> • Observing and Responding to Children, pp. 128–129 • Interacting With Children in the Library Area, pp. 130–132 • Observing Children’s Understanding (each Interest Area) <p>Volume 4, Chapter 1</p> <ul style="list-style-type: none"> • Observing Children’s Understanding (found in each “Component of Mathematics”) <p>Volume 4, Chapter 2</p> <ul style="list-style-type: none"> • Communication, pp. 53–54 • Connections, pp. 55–58 <p>Volume 4, Chapter 3</p> <ul style="list-style-type: none"> • pp. 63–103 <p>Volume 4, Chapter 4</p> <p>Observing Children’s Understanding (found in each interest area)</p> <p>Volume 5</p> <ul style="list-style-type: none"> • Planning Your [Science and Technology, Social Studies, Arts] Program • [Interest Area] in Interest Areas and Outdoors 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards</i>™ feature “Including All Children” and “Teaching Sequence” sections to support adaptations and offer guidance on individualizing the experiences to meet the needs of all children. • <i>Intentional Teaching Cards</i>™ feature experiences that encourage children to discuss their thoughts, think creatively, and learn new information. <ul style="list-style-type: none"> ○ <i>Intentional Teaching Card</i> LL54, “Asking Questions” ○ <i>Intentional Teaching Card</i> LL59, “Question Basket” ○ <i>Intentional Teaching Card</i> LL62, “Retelling Wordless Books” ○ <i>Intentional Teaching Card</i> LL63, “Investigating & Recording” • <i>Intentional Teaching Cards</i>™ and <i>Mighty Minutes</i>® feature text in quotation marks that suggest ways to lead the experiences. • <i>Teaching Guides</i> support teachers to implement a study that encourages children to investigate interesting topics by making observations, discoveries, and forming new ideas. • <i>Teaching Guides</i> offer suggestions on how to interact responsively with children during planned learning experiences and as children explore during free choice time. • <i>Mighty Minutes</i>® engage children in short and playful activities that intentionally teach language, literacy, math, science, social studies, and physical skills throughout the day. <ul style="list-style-type: none"> ○ <i>Mighty Minutes</i> 25, “Freeze” ○ <i>Mighty Minutes</i> 122, “What Could This Be?” ○ <i>Mighty Minutes</i> 139, “Yes, I Can!” ○ <i>Mighty Minutes</i> 145, “What Happened Here?”