



Alignment of

The Creative Curriculum®
for Infants, Toddlers & Twos



WITH

**Alignment of the *District of Columbia Early Learning Standards For Infants and Toddlers*
With
*The Creative Curriculum® for Infants, Toddlers & Twos***

This document aligns the standards and performance indicators for infants and toddlers in the *District of Columbia Early Learning Standards for Infants and Toddlers* with the goals and ideals of *The Creative Curriculum® for Infants, Toddlers & Twos*. *The Creative Curriculum® for Infants, Toddlers & Twos* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and offer excellent care and education for infants, toddlers, and twos.

References

- DC Office of the State Superintendent of Education. (2008). *District of Columbia early learning standards for infants and toddlers*. Washington, DC. Retrieved October 15, 2012 from http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE_Infants_v4_0.pdf
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2011). *The Creative Curriculum® for infants, toddlers & twos*. Washington, DC: Author.

<i>District of Columbia Early Learning Standards for Infants and Toddlers</i>	<i>How The Creative Curriculum® for Infants, Toddlers, & Twos meets District of Columbia Early Learning Standards for Infants and Toddlers</i>
Social and Emotional Domain (SED)	
Standard 1: Trusts and interacts comfortably with familiar adults.	
Birth-12 Months	
SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
12-24 Months	
SED.1.2 Seeks familiar adult as a secure base in new situations.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
24-36 Months	
SED.1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Standard 2: Shows increasing ability to regulate own behavior.	
Birth-12 Months	
SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.2.2 Responds to and begins to follow simple requests.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Regulates own emotions and behaviors Follows limits and expectations Accept redirection from adults

24-36 Months	
SED.2.3 Understands what is expected of him or her but does not comply consistently.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Standard 3: Exhibits an emerging sense of competence and confidence in growing abilities.	
Birth-12 Months	
SED.3.1 Shows beginning awareness of own abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.3.2 Demonstrates confidence in own abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Beginning to demonstrate confidence in meeting own needs
24-36 Months	
SED.3.3 Begins to use verbal communication to describe abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Standard 4: Manages a range of emotions.	
Birth-12 Months	
SED.4.1 Responds with basic emotions, such as distress and contentment.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

12-24 Months	
SED.4.2 Expresses a range of primary emotions, such as interest and disgust.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
24-36 Months	
SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Standard 5: Begins to engage with others by using more complex social exchanges.	
Birth-12 Months	
SED.5.1 Observes and responds to people.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions

12-24 Months	
<p>SED.5.2 Intentionally engages briefly with other people.</p>	<p>Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions</p> <p>Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants</p> <p>Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict</p>
24-36 Months	
<p>SED.5.3 Participates in longer, more complex engagements with others.</p>	<p>Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups)</p> <p>Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns</p> <p>Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems</p>

Standard 6: Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups.	
Birth-12 Months	
SED.6.1 Develops a sense of self as a person separate from others.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults Demonstrates knowledge about self
12-24 Months	
SED.6.2 Identifies other people in his or her immediate world and their roles.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Establishes and sustains positive relationships Forms relationships with adults Uses trusted adults as a secure base from which to explore the world Demonstrates knowledge about self
24-36 Months	
SED.6.3 Focuses more attention on people outside his or her immediate world and their roles.	Shows basic understanding of people and how they live
Standard 7: Expresses needs and participates in self-care routines.	
Birth-12 Months	
SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.7.2 Expresses needs and engages in simple personal care tasks.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

24-36 Months	
SED.7.3 Attempts to complete more complex personal care tasks without adult assistance.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Physical Domain (PD)	
Standard 8: Moves body with increasing purpose, focus, control, strength, coordination, balance, and skill.	
Birth-12 Months	
PD.8.1 Begins to move purposefully and with control.	Demonstrates traveling skills Moves to explore immediate environment Demonstrates balancing skills Balances while exploring immediate environment Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
12-24 Months	
PD.8.2 Gains control and balance as he or she coordinates movement from place to place.	Demonstrates traveling skills Experiments with different ways of moving Demonstrates balancing skills Experiments with different ways of balancing Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
24-36 Months	
PD.8.3 Attempts a variety of more complex large-muscle activities that involve coordinated leg and arm movements.	Demonstrates traveling skills Experiments with different ways of moving Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements

Standard 9: Gains control of small muscles in hands.	
Birth-12 Months	
SED.9.1 Uses whole hand and then thumb and index finger to grasp objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
12-24 Months	
SED.9.2 Uses hands together and then separately.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
24-36 Months	
SED.9.3 Gains ability to coordinate the use of arms, hands, and fingers.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Cognitive Domain (CD)	
Standard 10: Remains focused on an object, person, or task.	
Birth-12 Months	
CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
12-24 Months	
CD.10.2 Focuses on an activity but is easily distracted.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions and comments
24-36 Months	
CD.10.3 Continues an activity despite distractions.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task especially when adults offer suggestions, questions, and comments

Standard 11: Makes things happen and begins to understand the cause of some events.	
Birth-12 Months	
CD.11.1 Tries simple actions and discovers immediate results.	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
12-24 Months	
CD.11.2 Begins to act purposefully to make things happen.	<p>Demonstrates positive approaches to learning Persists Practices an activity many times until successful</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
24-36 Months	
CD.11.3 Thinks of ways to solves problems without having to try various solutions.	<p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p>
Standard 12: Begins to group objects that have similar characteristics.	
Birth-12 Months	
CD.12.1 Explores objects and begins to notice similarities and differences.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
12-24 Months	
CD.12.2 Matches objects by similar characteristics.	<p>Uses classification skills Matches similar objects</p>

24-36 Months	
CD.12.3 Groups objects with similar characteristics.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Standard 13: Gains a basic understanding of how things move and fit in space.	
Birth-12 Months	
CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Demonstrates knowledge of the physical properties of objects and materials
12-24 Months	
CD.13.2 Uses trial-and-error to discover how things fit and move in space.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Compares and measures Makes simple comparisons between two objects
24-36 Months	
CD.13.3 Starts to predict and imagine how things fit and move in space.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area or volume; knows events and a few ordinal numbers Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life Explore and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (<i>beside, between, next to</i>)

Standard 14: Utilizes strategies for solving simple problems.	
Birth-12 Months	
CD.14.1 Demonstrates awareness of a problem.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
12-24 Months	
CD.14.2 Tries to solve simple problems through trial and error.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
24-36 Months	
CD.14.3 Develops and carries out simple plans for solving basic problems.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Standard 15: Engages in imitation and various types of social play behavior.	
Birth-12 Months	
CD.15.1 Imitates and repeats simple actions.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
12-24 Months	
CD.15.2 Imitates after observing activity, often using materials.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props

24-36 Months	
CD.15.3 Participates in pretend play with peers.	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Language Domain (LD)	
Standard 16: Understands verbal and nonverbal communication.	
Birth-12 Months	
CD.16.1 Shows an interest in speech, facial expressions, and simple gestures.	<p>Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others</p> <p>Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice</p>
12-24 Months	
CD.16.2 Understands simple speech, including simple directions and questions.	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice</p>

24-36 Months	
CD.16.3 Understands more abstract and complex language.	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences</p>
Standard 17: Uses vocalizations, gestures, and eventually words for a variety of purposes.	
Birth-12 Months	
CD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds</p> <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others</p>

12-24 Months	
CD.17.2 Produces single and multiword phrases.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases</p> <p>Uses language to express thoughts and needs Tells about another time or place Makes simple statements about recent events and familiar people and objects that are not present</p> <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>

24-36 Months	
<p>CD.17.3 Utilizes simple sentences and questions.</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <p>Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> <p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
<p>Standard 18: Exhibits an interest in pictures, storytelling, and book reading.</p>	
Birth-12 Months	
<p>CD.18.1 Shows an interest in pictures, songs and simple books.</p>	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>

12-24 Months	
CD.18.2 Recognizes that pictures have meaning and can tell a story.	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Recognizes peoples, objects, and animals in pictures or photographs</p>
24-36 Months	
CD.18.3 Demonstrates an interest in print and its purposes.	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Recognizes peoples, objects, and animals in pictures or photographs</p> <p>Demonstrates knowledge of print and its uses</p> <p>Uses print concepts</p> <p>Shows understanding that text is meaningful and can be read</p> <p>Comprehends and responds to books and other texts</p> <p>Interacts during read-alouds and book conversations</p> <p>Contributes particular language from the book at the appropriate time</p> <p>Comprehends and responds to books and other texts</p> <p>Uses emergent reading skills</p> <p>Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
Standard 19: Shows an interest in drawing and writing.	
Birth-12 Months	
CD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing.	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses fingers and hands</p> <p>Reaches for, touches, and holds objects purposefully</p>

12-24 Months	
<p>CD.19.2 Shows interest in handling drawing and writing tools and scribbles spontaneously.</p>	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper</p> <p>Demonstrates emergent writing skills Writes name Scribbles or marks</p> <p>Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks</p>
24-36 Months	
<p>CD.19.3 Experiments with scribbling and begins to connect it with communication.</p>	<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p> <p>Demonstrates emergent writing skills Writes name Controlled linear scribbles</p> <p>Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles</p>