



Alignment of

The Creative Curriculum®
for Infants, Toddlers & Twos



WITH

**Alignment of the *Pennsylvania Keystone Child Outcomes Framework: Infant/Toddler*
With
*The Creative Curriculum® for Infants, Toddlers & Twos***

This document aligns the domains in the *Pennsylvania Keystone Child Outcomes Framework: Infant/Toddler* 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

Office of Child Development and Early Learning. (2011). *Pennsylvania keystone child outcomes framework: Infant/toddler*. Harrisburg, PA: Author. Sent via email from Kelly Hoffman, November 07, 2011.

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<i>Pennsylvania Keystone Child Outcomes Framework: Infant/Toddler</i>	<i>The Creative Curriculum® for Infant, Toddlers & Twos</i>
APPROACHES TO LEARNING	
15.1 Constructing Knowledge	
Infant (0-12 months)	
Use hand, mouth, eyes in a coordinated manner to explore body, toys and surroundings	<p>Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects</p> <p>Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully</p> <p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
Shows interest in new activities and experiences.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
Uses body and senses to engage in solitary play.	<p>Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions</p>
Seeks comfort in adults when faced with new experiences, environments or people.	<p>Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world</p>

Young Toddler (13-24 months)	
Uses the senses to explore and learn from the environment.	<p>Demonstrates fine-motor strength and coordination</p> <p>Uses fingers and hands</p> <ul style="list-style-type: none"> Uses fingers and whole-arm movements to manipulate and explore objects <p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation</p> <ul style="list-style-type: none"> Uses senses to explore the immediate environment
Shows interest in new activities and experiences.	<p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation</p> <ul style="list-style-type: none"> Explores and investigates ways to make something happen
Plays near others without interacting with them (parallel play).	<p>Establishes and sustains positive relationship</p> <p>Interacts with peers</p> <ul style="list-style-type: none"> Plays near other children; uses similar materials or actions
Asks simple questions (for example: "What's that?" "Why?") to obtain an adult response.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <ul style="list-style-type: none"> Initiates and attends to brief conversations
Explores the environment in close proximity to and in constant sight of familiar adult.	<p>Establishes and sustains positive relationships</p> <p>Forms relationships with adults</p> <ul style="list-style-type: none"> Uses trusted adult as a secure base from which to explore the world

Older Toddler (25-36 months)	
Explores characteristics of objects, activities and environments.	<p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements</p> <p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults off suggestions, questions, and comments</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>
Tries new activities or experiences with adult encouragement.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>
Shows interest in what others are doing.	<p>Establishes and sustains positive relationship Interacts with peers Uses successful strategies for entering groups</p>
Asks questions to seek information	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p> <p>Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p>
Explores the environment independently but seeks occasional approval from nearby adults.	<p>Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults</p>

15.2; 15.3 Organizing, Understanding and Applying Knowledge	
Infant (0-12 months)	
Focuses on an activity, object or person for a short-period of time.	<p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p> <p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
Anticipates next step of a routine or familiar activity.	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events</p>
Uses senses to discover properties of objects.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
Interacts with a toy or object in more than one way.	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p>
Imitates new sounds and movements.	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p>
Tries a new action with a familiar object.	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p>
Responds to music or voices.	<p>Regulates own emotions and behaviors Follows limits and expectations Responds to changes in and adults tone of voice and expression</p> <p>Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions</p>

Young Toddler (13-24 months)	
Focuses on an activity, object or person for a short-period of time.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Completes a common task or routine with adult support.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
Discovers characteristics of objects through repeated actions with the object.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Persists in working with materials that are challenging.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Imitates simple actions, gestures or words.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Uses a single object in different ways.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Uses body movements to respond to music and art.	Explores musical concepts and expression Explores dance and movement concepts

Older Toddler (25-36 months)	
Focuses on a task while other things are occurring in the environment.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Completes a multi-step task with adult support.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Purposefully acts on objects to discover their properties.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Uses trial and error to accomplish a task.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Demonstrates complex imitation skills including imitation of peers.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Uses materials in new ways to accomplish a task.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Participates in creative activities (for example: singing, changing, dancing, painting).	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks Explores the visual arts Explores musical concepts and expression Explores dance and movement concepts

15.4 Learning Through Experience	
Infant (0-12 months)	
Notifies adults of need for comfort or help through cries or body movements.	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
Uses comfort of familiar routines or activities to explore new things.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Shows comfort in routines, objects or experiences that mirror home experiences.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Young Toddler (13-24 months)	
Responds (positively or negatively) to limitations set by an adult.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Seeks out familiar adult when frightened or unhappy.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Repeats difficult tasks/activities many times to achieve mastery.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Prefers routines and activities that mirror home experiences.	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support Demonstrates knowledge about self

Older Toddler (25-36 months)	
Shows basic understanding of limits and rules.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Seeks help in difficult situations.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
Shows confidence and pleasure in the completion of a task or activity.	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®.
Relays home experiences to teacher and school experiences to parent/guardian.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
COGNITIVE THINKING AND GENERAL KNOWLEDGE	
2.1-2.9 Mathematical Thinking and Expression	
Infant (0-12 months)	
Explores or experiments with objects to begin to understand basic number concepts.	Uses number concepts and operations Quantifies Demonstrates understanding of the concepts of <i>one, two, and more</i>
Explore relationships between objects during play (for example: stacks and un-stacks sequenced objects).	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results Compares and measures Makes simple comparisons between two objects
Responds to adults' use of basic mathematical vocabulary (for example: responses to "Do you want more?" or "Do you want down?").	Uses number concepts and operations Quantifies Demonstrates understanding of concepts of one, two, and more
Young Toddler (13-24 months)	
Begins to imitate rote counting, using some number names.	Uses number concepts and operations Counts Verbally counts (not always in the correct order)
Uses basic mathematical terms (for example: more, same, big, little).	Uses number concepts and operations Quantifies Demonstrates understating of concepts of one, two, and more
Identify basic differences and similarities of objects.	Uses classification skills Matches similar objects

	<p>Compares and measures</p> <p>Makes simple comparisons between two objects</p>
Participates in activities that have a cause and effect.	<p>Demonstrates positive approaches to learning</p> <p>Persists</p> <p>Repeats actions to obtain similar results</p>
Older Toddler (25-36 months)	
Participates in experiences related to numbers and counting (for example: songs, finger plays, reading number books).	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Recognizes the names and number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <p>Uses number concepts and operations</p> <p>Connects numerals with their quantities</p> <p>Recognizes and names a few numerals</p>
Rote counts to five.	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
Begins to identify numerals.	<p>Uses number concepts and operations</p> <p>Connects numerals with their quantities</p> <p>Recognizes and names a few numerals</p>
Sorts objects by shape.	<p>Uses classification skills</p> <p>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
Practices one-to-one correspondence (for example: setting out snack, matching objects).	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
Identifies groups of objects as having “more” or “less”.	<p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to</p>

	size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
With adult assistance, orders objects by size, length or height.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Experiments with objects to solve a problem (for example: stacking rings, shape sorters, simple puzzles).	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Identifies characteristics for comparison (for example: color, size, basic shape).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Follows directions related to directionality (for example: move sideways, stretch hands up and down).	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to position (in, on, under, up, down)
3.1-4.8 Scientific Thinking	
Infant (0-12 months)	
Expresses a sense of wonder about the natural world.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Shows interest and curiosity in people.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions

Engages in exploration of various objects.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Uses scientific inquiry skills
Young Toddler (13-24 months)	
Shows interest in and responds to plants, animals and people in the environment.	Demonstrates knowledge of the characteristics of living things
Explores characteristics of living and non-living things.	Demonstrates knowledge of the characteristics of living things
Uses the five senses as tools with which to observe and describe.	Uses scientific inquiry skills
Names some common animals.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Demonstrates knowledge of the characteristics of living things
Recognizes the source of familiar sounds in the environment (for example: says “dog” when hears barking, looks at phone when it rings).	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view Demonstrates knowledge of the characteristics of living things
Older Toddler (25-36 months)	
Identifies the physical properties of living and non-living things.	Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of the physical properties of objects and materials
Notices plants and animals growing and changing.	Demonstrates knowledge of the characteristics of living things
Uses five senses as tools with which to observe, classify and describe.	Uses scientific inquiry skills
Describes the result when two or more substances are combined.	Demonstrates knowledge of the physical properties of objects and materials
Identifies and imitates familiar sounds.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Repeat an action to cause a known reaction.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Identifies the characteristics of weather.	Demonstrates knowledge of the Earth’s environment

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT	
10.1-10.3 Health and Safety Practices	
Infant (0-12 months)	
Participates in and anticipates next step of basic hygiene practice.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Points to and touches basic body parts when named by an adult.	Demonstrates knowledge about self
Responds to basic safety directions given by familiar adult (for example: looks to adult when adult says “no”).	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
Young Toddler (13-24 months)	
Attempts basic hygiene practices or completes them with adult support.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Points to basic body parts when asked.	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted Demonstrates knowledge about self
Follows basic safety directions when asked.	Listens to and understand increasingly complex language Follows directions Follows simple requests not accompanied by gestures Demonstrates knowledge about self
Older Toddler (25-36 months)	
Attempts hygiene routines independently (for example: washing hands, toileting, brushing teeth).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Points to own body parts when asked including more complex body parts (for example: elbow, ankle).	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted Demonstrates knowledge about self
Uses basic safety practices.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults

10.4 Physical Activity: Gross Motor Coordination	
Infant (0-12 months)	
Exhibits control of head and back.	Demonstrates balancing skills Balances while explore immediate environment
Controls movements of arms and legs.	Demonstrates traveling skills Moves to explore immediate environment Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Exhibits strength and balance in stationary body movements.	Demonstrates balancing skills Balances while exploring immediate environment
Young Toddler (13-24 months)	
Moves with increasing coordination.	Demonstrates traveling skills Experiments with different ways of moving
Controls and coordinates body movements.	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
Exhibits balance when moving from place to place.	Demonstrates balancing skills Experiments with different ways of balancing
Older Toddler (25-36 months)	
Moves with coordination.	Demonstrates traveling skills Moves purposefully from place to place
Controls, coordinates and combines body movements (neck, limbs).	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements

Exhibits balance when moving from place to place.	Demonstrates balancing skills Sustains balance during simple movement experiences
Demonstrates increasing endurance when performing gross motor activities.	Not specifically addressed in <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> .
10.5 Concepts, Principles and Strategies of Movement: Fine Motor	
Infant (0-12 months)	
Uses hands to accomplish actions.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Transfers objects from hand to hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Uses pincher grasp to pick up objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Young Toddler (13-24 months)	
Holds and object in one hand and manipulates it with the other.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Picks up more than one object in the same hand.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Writes or draws using writing tools with limited coordination.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper
Uses simple utensils for eating.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects

Older Toddler (25-36 months)	
Adjusts grasp to manipulate tools and objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Builds simple structures using small blocks.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Manipulates small objects (for example: smaller puzzle pieces, beads, pegs, lacing string).	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Writes or draws using writing tools demonstrating refined skill.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Holds book with one hand while turning pages with the other.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects

LANGUAGE AND LITERACY DEVELOPMENT	
1.1-1.5 Literacy Development	
Infant (0-12 months)	
Demonstrates a beginning interest in pictures and books that have color, pattern and contrast.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Attends to pictures in a book during lap-reading with an adult.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Gazes, babbles, pats and points at books or photos.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Young Toddler (13-24 months)	
Shows a preference for favorite books or pages.	Demonstrates knowledge of print and its uses Uses and appreciates books Indicates where to start reading and the direction to follow Demonstrates knowledge about self
Answers simple questions about a story.	Comprehends and responds to books and other texts Interacts during read-alouds and books conversation Asks and answers questions about the text; refers to pictures
Attends to a picture of selection of a book when reading with an adult.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Demonstrates beginning book handling skills.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Older Toddler (25-36 months)	
Independently seeks books to explore.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
Identifies some letters in own name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
Recognizes symbols and logos in the environment.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Asks and answers questions about a story.	Comprehends and responds to books and other texts Interacts during read-alouds and books conversations Asks and answers questions about the text; refers to pictures
Relates story to personal experiences when asked.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Comprehends and responds to books and other texts Interacts during read-alouds and books conversations Asks and answers questions about the text; refers to pictures
Identifies simple parts of a story (for example: an event, a character).	Comprehends and responds to books and other texts Retells stories Retells familiar stories, using pictures or props as prompts

<p>Holds book in two hands with cover facing self and turns pages one at a time.</p>	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
<p>Tells a story about a picture.</p>	<p>Comprehends and responds to books and other texts Uses emergent reading skills 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> <p>Comprehends and responds to books and other texts Retells stories Retells familiar stories, using pictures or props as prompts</p>
<p>Finishes a familiar story when adult pauses.</p>	<p>Comprehends and responds to books and other texts Retells stories Retells familiar stories, using pictures or props as prompts</p>
<p>Notices details in an illustration or picture.</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p>
<p>Uses scribble marks to represent words.</p>	<p>Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks</p>
<p>Uses a variety of writing tools.</p>	<p>Demonstrates fine-motor strength and coordination Using writing and drawing tools Grips drawing and writing tools with whole hand but may use whole arm movements to make marks</p>
<p>1.6-1.7 Language Development</p>	
<p>Infant (0-12 months)</p>	
<p>Babbles, making word like sounds.</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
<p>Uses a few simple words.</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>

Responds to adult verbalization that indicates understanding of what is being said.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Responds to simple verbal requests accompanied by gestures or tone of voice</p>
Communicates with gestures, sounds or baby talk.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Vocalizes and gestures to communicate</p>
Young Toddler (13-24 months)	
Uses approximately 50 words in everyday speech.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p>
Responds to adults' requests showing understanding of what is being asked.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows simple requests not accompanied by gestures</p>
Uses 1-2 words to communicate.	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses one- or two-word sentences or phrases</p>
Uses verbal or non-verbal language to have needs met.	<p>Regulates own emotions and behaviors</p> <p>Takes care of own needs appropriately</p> <p>Seeks to do things for self</p>
Older Toddler (25-36 months)	
Uses approximately 300 words in every day speech.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Names familiar people, animals, and objects</p>
Uses descriptive phrases (for example: big dog, pretty shirt).	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>
Follows 2-step directions.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
Shares experiences using simple 2-3 word combinations with age-appropriate grammatical structure.	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>

Speaks clearly enough to be understood by familiar adults.	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
Asks questions that prolong a conversation.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
SOCIAL AND EMOTIONAL DEVELOPMENT	
25.1 Self Concept (Identify)	
Infant (0-12 months)	
Notices self in mirror.	Demonstrates knowledge about self
Expresses feelings (for example: cries, smiles, coos, laughs).	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Accepts new toys or objects with interest.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Young Toddler (13-24 months)	
Shows preference for specific toys or objects.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments Demonstrates positive approaches to learning Persists Practices and activity many times until successful Demonstrates knowledge about self
Uses body to express emotions (for example: stomps feet, claps hands, pouts).	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict

Asks for similar activities to be repeated.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Demonstrates knowledge about self
Older Toddler (25-36 months)	
Uses words that mean self when speaking (for example: Me do it or I can).	Uses language to express thoughts and needs Uses conventional grammar Uses three- and four-word sentences; may omit some words or use some words incorrectly Demonstrates knowledge about self
Expresses own ideas, interests and feelings through words and actions.	Demonstrates knowledge about self
Approaches new experiences with interest.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
25.2 Self Regulation	
Infant (0-12 months)	
Self-soothes while being talked to, held or rocked.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Shows pleasure in familiar surroundings.	Regulates own emotions and behaviors Manages feelings Uses adult support o calm self
Use cause and effect to test impact of self on objects or people.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Young Toddler (13-24 months)	
Manages frustration with adult support.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Demonstrates or seeks comfort in daily routines, activities and adults.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world

Tests adult authority and limits by resisting adults' attempts to place boundaries.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Older Toddler (25-36 months)	
Demonstrates a beginning understanding of own behavior.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Finds comfort in rituals and routines.	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 Accepts redirection from adults
Follows simple safety and classroom rules with teacher direction.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
25.3 Pro-Social Relationships with Adults	
Infant (0-12 months)	
Responds to familiar adults' efforts to soothe and comfort.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Cries or shows pleasure or discomfort when familiar adults come and go.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Shows affection for familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

Young Toddler (13-24 months)	
Uses gestures and simple words to express need to familiar adults for physical comfort.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Demonstrates fear or anxiety toward unfamiliar people.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Watches adults for their response to actions.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Older Toddler (25-36 months)	
Asks for comfort from familiar adults when distressed.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Show interest in unfamiliar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Seeks reassurance from familiar adults when trying new things.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
25.4 Pro-Social Relationships with Peers	
Infant (0-12 months)	
Notices and pays attention to other children.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Observes others who are expressing a need or discomfort.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Participates in simple back and forth play and interaction with peers.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions

Young Toddler (13-24 months)	
Plays alongside another for brief periods.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Engages in empathy and compassion in some situations (for example: soothes a child in distress, grabs a toy from another but hands it back when child becomes distressed, gives hugs).	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Shares materials or takes turns occasionally with adult support.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
Older Toddler (25-36 months)	
Engages in play activities with others after watching.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Participates in short group activities.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with small group of two to three children
Recognizes and names others' feelings.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Begins to resolve conflicts with adult assistance.	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems