

# Aligning Curriculum with the Infant-Toddler Standards

PA Pre-K Counts and Keystone STARS require that every program utilize a curriculum that is aligned with Pennsylvania's Learning Standards for Early Childhood. Whether it is locally designed, a published resource, or multiple resources, providers must demonstrate the way in which their materials are linked to the Standards, are comprehensive (focusing on all or most of the key learning areas of development) and age appropriate, using the Standards document that best matches the age of the children. This document provides a clear method to show the alignment of curriculum and the Infant-Toddler Standards.

An outline of the standards and indicators for each section of the Infant-Toddler Standards, to be used as a quick-reference guide, is below. After this guide, there is a grid in which curriculum and other resources may be listed to provide a picture of where in the program each standard is addressed. If you need additional assistance with this format, please contact your Regional Key.

## Infant-Toddler Standards and Indicators by Age of the Child and Key Learning Area

### All Ages

#### Family, Early Learning Settings and Community Partnerships

##### ***PS 1: Help families advance infant/toddler learning***

- PS 1.1 Programs must develop partnership relationships with parents
- PS 1.2 Programs must provide parents with opportunities to share information about their infant/toddler. This would include their stage of development, interests, skill levels and health.
- PS 1.3 Programs must share information with parents on infant/toddler development and health
- PS 1.4 Programs must share information with parents on parenting and transitions
- PS 1.5 Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their observation skills, and their ability to provide nurturing, supportive environments and relationships
- PS 1.6 There will be at least 3 parent conferences per school year. This may include discussing assessments

##### ***PS 2: Use screenings and assessments to advance infant/toddler development and learning***

- PS 2.1 Programs must conduct, within 45 calendar days of the infant/toddler's entry, an age appropriate screening or assessment process to identify strengths and concerns. The process must be sensitive to the family's cultural background and delivered in the language spoken by the infant/toddler
- PS 2.2 Programs must work collaboratively with parents to understand the purpose of screening and include the parents in the screening as well as in interpreting the results
- PS 2.3 Programs must work collaboratively with the parents to use the results from screenings or assessments to inform their services, identify and obtain additional services if indicated, and support the parents in their role as the infant/toddler's primary teacher  
Results should be discussed with the parents no less than 14 days after screenings or assessments are completed.
- PS 2.4 Child assessments will be an ongoing process while the infant/toddler is being served. The recommended practice is to administer an assessment three times per year that are sensitive to the child's cultural and language background and aligned with the Pennsylvania Learning Standards for Early Childhood.

##### ***PS 6: Connect parents with community services***

- PS 6.1 Programs must have current contact and referral information for Early Intervention and Mental Health services for infants and toddlers and provide parents with that information when indicated
- PS 6.2 Programs must have current contact information and provide parents with information on medical, dental and nutrition programs in the community when indicated
- PS 6.3 If parental consent is provided, program personnel must support families in evaluating the responsiveness and effectiveness of the health, Early Intervention, and Mental Health services to which they were referred and in identifying next steps
- PS 6.4 Programs must identify, through family and staff observation and dialogue, the infant/toddler's need for and family's interest in additional services
- PS 6.5 Programs must have community resource and referral phone numbers to share with families when there is an interest and/or need for other resources. This will include Child Care Information Services information
- PS 6.6 Provide information about quality improvement initiatives (such as Keystone STARS)
- PS 6.7 Provide information about proposed or final form regulatory or policy changes affecting the program

##### ***PS 4: Help parents transition their infants/toddlers***

- PS 4.1 Programs must offer parents at least one individual meeting to address the parents' questions and concerns and to provide written information about their infants/toddlers' strengths and needs related to transitioning from or to another infant or toddler program area, classroom, or early learning setting. To facilitate the partnership with the parent, the conversation with the parent and the process of possible transitions should begin 90 calendar days in advance of a transition.
- PS 4.2 Programs must assist parents as they receive new infants/toddlers and as parents prepare their infants/toddlers for any new early learning setting.
- PS 4.3 Programs must work collaboratively with sending and receiving programs to enhance continuity of experiences for infants/toddlers.
- PP 4.4 Programs must work collaboratively with sending and receiving programs to determine the content and format of transition information to be documented.
- PP 4.5 Programs must receive and use relevant information from sending programs and transfer relevant infant/toddler records, with consent of the parents, to receiving schools or programs in time for the new teachers to adequately meet the parents and infant/toddler to assure continuity of experiences.

## ***PS 5: Parents provide input on program services and procedures***

- PS 5.1 Provide parents with opportunities to have input on program policies and procedures at least annually.
- PS 5.2 Provide parents with opportunities to participate in annual assessments of program progress.
- PS 5.3 Provide parents a means of asking questions, expressing concerns, and resolving differences.
- PS 5.4 Provide parents information about the program philosophy, curriculum, operating procedures, volunteer, and governance opportunities.

## **Birth to Three Months**

### **Approaches to Learning and Cognitive Development**

#### ***AL 1: Demonstrate initiative, curiosity, and imagination***

- AL 1.1 Follow objects or faces with eyes as they move
- AL 1.2 Respond to faces or objects seen by gazing at them
- AL 1.3 Continue to look in the direction of moving objects that have disappeared
- AL 1.4 Suck and gum fingers, hands, and objects that come near the mouth
- AL 1.5 Seek to identify the source of a sound

#### ***AL 3: Demonstrate reasoning, problem solving, and persistence***

- AL 3.1 Begin to recognize the proper position of familiar objects
- AL 3.2 Show interest in novel stimuli
- AL 3.3 Recognize a caregiver's voice
- AL 3.4 Begin to coordinate eye and hand movements
- AL 3.5 Bring hands to midline (with hands together in the middle of the body)
- AL 3.6 Reach for an object
- AL 3.7 Begin to notice things with the senses and react

### **Communication and Emerging Literacy**

#### ***RC 1.6: Develop and expand listening and understanding skills (Receptive Communication)***

- RC 1.6 a Listen to sounds in the environment and demonstrate a preference to hear the speech sounds of language
- RC 1.6 b Show sensitivity to noise levels and sudden sounds
- RC 1.6 c Seek to identify the source of a voice
- RC 1.6 d Listen to sounds made with own mouth

#### ***EC 1.6A: Engage in non-verbal communication (Expressive Communication)***

- EC 1.6 a1 Begin smiling at familiar objects or people
- EC 1.6 a2 Begin mimicking adult facial expressions

#### ***EC 1.6B: Engage in verbal communication (Expressive Communication)***

- EC 1.6 b1 Begin to vary cries in pitch to communicate needs (i.e., hungry, upset, cold, bored, tired, over stimulated)
- EC 1.6 b2 Make comfort sounds
- EC 1.6 b3 Coo open vowel sounds ("aah"), closed vowels ("ee"), and diphthongs ("oy")
- EC 1.6 b4 Squeal, laugh
- EC 1.6 b5 Engage in vocal exchanges

### **Emerging Literacy**

#### ***EL 1.1A: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays***

- EL 1.1 a1 Respond to rhythmic language from nursery rhymes, songs, and finger plays

#### ***EL1.1B: Demonstrate interest in pictures, books, and environmental print***

- E1.1 b1 Show interest in patterns, colors and familiar pictures on mobiles, toys and books.

#### ***EL 1.1 C: Demonstrate beginning book handling skills***

- EL 1.1 c1 At this stage, adults handle the books for the infants

### **Creative Expression**

#### ***CE 9.1: Respond to a variety of sensual art forms***

- CE 9.1 a Prefer to look at faces and pictures of faces
- CE 9.1 b Prefer to look at contrasting colors (e.g., black and white)

#### ***CE 9.2: Respond to music***

- CE 9.2 a React to music

#### ***CE 9.3: Participate in a variety of dramatic play experiences***

- CE 9.3 a Notice and show interest in and excitement with familiar objects, people, and events.

### **Physical and Motor Development**

#### ***PM 10.4: Develop gross motor coordination***

- PM 10.4 a Move limbs reflexively non-voluntary movement)
- PM 10.4 b Lift head when on stomach
- PM 10.4 c Begin turning head from side to side when on back

- PM 10.4 d Move limbs voluntarily
- PM 10.4 e Begin to control and lift head when held in an upright position

**PM 10.5: Develop fine motor control**

- PM 10.5 a Hold hand open or partially open rather than with a closed fist
- PM 10.5 b Grasp a toy placed in the hand

**Social, Emotional, and Personal Development**

**SEP 3.2 a: Develop emotional expressions**

- SEP 3.2 a1 Express comfort and discomfort, enjoyment and unhappiness
- SEP 3.2 a2 Laugh spontaneously

**SEP 3.3: Exhibit pro-social behavior and develop social interactions with peers**

- SEP 3.3 a Pay attention to faces; socialize by watching faces and exchanging looks
- SEP 3.3 b Show awareness of other children

**SEP 3.2 b: Develop self regulation and self control skills**

- SEP 3.2 b1 Move in response to direct stimulus from the environment
- SEP 3.2 b2 Begin to learn to self regulate sleep and activity periods
- SEP 3.2 b3 Stop fussing by self
- SEP 3.2 b4 Quiet when sees an adult's face or hears a soothing voice
- SEP 3.2 b5 Withdraws when over-stimulated by an interaction

**SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults**

- SEP 1.1 Accept physical contact and respond to cuddling
- SEP 1.2 Is comforted by an adult
- SEP 1.3 Initiate a response from an adult or respond to an action initiated by an adult
- SEP 1.4 Maintain eye contact during feeding and interaction with an adult
- SEP 1.5 Mirror each other's affect with an adult partner

**Three to Nine Months**

**Approaches to Learning and Cognitive Development**

**AL 1: Demonstrate initiative, curiosity, and imagination**

- AL 1.6 Look from one object to another or one person to another
- AL 1.7 Explore objects with the mouth
- AL 1.8 Begin to hold objects on own and to manipulate objects to some extent
- AL 1.9 Use hand, mouth, and eyes in a coordinated manner to explore own body, toys, and surroundings
- AL 1.10 Follow a person's gaze to establish joint attention

**AL 3: Demonstrate reasoning, problem solving, and persistence**

- AL 3.8 Reach for an object purposely and grasp it
- AL 3.9 Use body and senses to engage in play alone
- AL 3.10 Begin to show anticipation of familiar routines
- AL 3.11 Search for a toy that has been hidden or dropped out of sight
- AL 3.12 Imitate simple actions, gestures, sounds, and words

**Communication and Emerging Literacy**

**RC 1.6: Develop and expand listening and understanding skills (Receptive Communication)**

- RC 1.6 e Listen intently to sounds made with the mouth
- RC 1.6 f Look at the face and eyes when an adult talks to them
- RC 1.6 g Respond to sound stimulation by vocalizing or moving the body
- RC 1.6 h Respond to different voice tones and inflections
- RC 1.6 i React to familiar environmental sounds and voices
- RC 1.6 j Begin to link the sounds words with their meaning
- RC 1.6 k Look for family members, peers, or pets when named
- RC 1.6 l Stop action temporarily when told "No"

**EC 1.6 a: Engage in non-verbal communication (Expressive Communication)**

- EC 1.6 a3 Smile at familiar objects and people
- EC 1.6 a4 Respond to name with eye contact, smile
- EC 1.6 a5 Shake head "No"
- EC 1.6 a6 Use gestures to protest or reject object
- EC 1.6 a7 Point to people or objects to indicate a preference or desire
- EC 1.6 a8 Respond to "Bye-Bye"

**Standard EC 1.6 b: Engage in verbal communication (Expressive Communication)**

- EC 1.6 b6 Reduce crying and use a wider variety of vocalizations to express emotions
- EC 1.6 b7 Make "raspberries" or bubbles to experiment with new sounds
- EC 1.6 b8 Vocalize in response to own name
- EC 1.6 b9 Vocalize in conversational manner; babble with inflection similar to adult

- EC 1.6 b10 Produce a variety of vowel and single consonant sounds in babbling (e.g., p, d, t, n, g, k, w, h, f, v, th, s, z, l, r)
- EC 1.6 b11 Babble double consonants (e.g., “baba”) and consonant chains (e.g., “ba-ba-ba-ba”)
- EC 1.6 b12 Babble to people
- EC 1.6 b13 Say “dada” or “mama” nonspecifically
- EC 1.6 b14 Shout for attention
- EC 1.6 b15 Engage in turn taking – will respond vocally after adult speaks

## **Emerging Literacy**

### ***EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays***

- EL 1.1 a2 Respond to rhythmic language in nursery rhymes, songs and finger plays.

### ***EL 1.1 b: Demonstrate interest in pictures, books, and environmental print***

- EL 1.1 b2 Gaze at picture books
- EL 1.1 b3 Show interest in colors and shapes in pictures
- EL 1.1 b4 Reach and grasp for pictures or books
- EL 1.1 b5 Attend to an adult’s voice when being held and read to
- EL 1.1 b6 Smile or express pleasure when viewing pictures of familiar objects or people
- EL 1.1 b7 Begin to show a preference for favorite books or pages
- EL 1.1 b8 Show interest in books from amongst a collection of toys

### ***EL 1.1c: Demonstrate beginning book handling skills***

- EL 1.1 c2 Explore books

## **Creative Expression**

### ***CE 9.1: Recognize a variety of sensual art forms***

- CE 9.1 c Enjoy feeling various textures and pleasant sensations
- CE 9.1 d Show curiosity and explore sensory materials

### ***CE 9.2: Respond to music***

- CE 9.2 b React actively to music
- CE 9.2 c Act upon objects to elicit sounds

### ***CE 9.3: Participate in a variety of dramatic play experiences***

- CE 9.3 b Try out toys by grabbing, holding, dropping, and exploring
- CE 9.3 c Engage in social play with adults

## **Physical and Motor Development**

### ***PM 10.4: Develop gross motor coordination***

- PM 10.4 f Roll back and forth from tummy to back and vice versa
- PM 10.4 g Extend and flex the legs
- PM 10.4 h Lift head and chest using forearms for support while on stomach
- PM 10.4 i Sit with assistance
- PM 10.4 j Sit without support
- PM 10.4 k Roll, scoot, or pull body with arms (creep)
- PM 10.4 l Get into a crawling position
- PM 10.4 m Stand with support
- PM 10.4 n Crawl

### ***PM 10.5: Develop fine motor control***

- PM 10.5 c Grasp and mouth objects
- PM 10.5 d Transfer objects from hand to hand
- PM 10.5 e Pick up small objects in the center of the hand with fingers around it (i.e., palmar grasp)
- PM 10.5 f Clap or bang objects a surface

## **Social, Emotional, and Personal Development**

### ***SEP 3.2 a: Develop emotional expressions***

- SEP 3.2 a3 Smile purposefully to express pleasure
- SEP 3.2 a4 Use facial expressions to express emotions
- SEP 3.2 a5 Respond differentially to people
- SEP 3.2 a6 Cry or show discontent when familiar adults leave
- SEP 3.2 a7 Begin to respond with fear or anxiety to strangers or unfamiliar people (even relatives who the child has not spent much time with) - often called “Stranger Anxiety”

### ***SEP 3.3: Exhibit pro-social behavior and develop interactions with peers***

- SEP 3.3 c Repeat actions that elicit social responses from others
- SEP 3.3 d Enjoy active play
- SEP 3.3 e Use the body and senses to engage in play with an adult and, at times, with or near other infants

### ***SEP 3.2 b and PS 2: Develop self-regulation, self control, and self help skills***

- SEP 3.2 b6 Learn to self regulate sleep and activity periods
- SEP 3.2 b7 Show interest in and vocalize to the image in a mirror

- SEP 3.2 b8 Appear to be listening when spoken to
- SEP 3.2 b9 Learn to self-soothe
- PS 2.1 Begin to self feed

**SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults**

- SEP 1.6 Show preference for parents and other primary caregivers
- SEP 1.7 Become very interactive may babble and express pleasure when socializing with familiar adults
- SEP 1.8 Delight in back and forth imitation games
- SEP 1.9 Communicate clearly a desire for closeness to or physical contact with adults

**Nine to Eighteen Months**

**Approaches to Learning and Cognitive Development**

**AL 1: Demonstrate initiative, curiosity, and imagination**

- AL 1.11 Develop the understanding that certain behaviors bring results (i.e., cause and effect) through trial and error

**AL 3: Demonstrate reasoning and problem solving**

- AL 3.13 Discover simple movements as solutions to problems through trial and error
- AL 3.14 Recognize that objects exist even when not in sight and seek to acquire them (i.e., object permanence)
- AL 3.15 Use everyday objects in the way they are typically used during play (i.e., representational play)
- AL 3.16 Understand that some words represent real objects or concepts

**Communication and Emerging Literacy**

**RC 1.6: Develop and expand listening and understanding skills (Receptive Communication)**

- RC 1.6 m Discriminate among a number of familiar environmental sounds
- RC 1.6 n Show interest in conversations
- RC 1.6 o Understand that words stand for objects and actions
- RC 1.6 p Respond to simple questions non-verbally
- RC 1.6 q Look at what adult is pointing to and shares attention
- RC 1.6 r Follow familiar directions with words and gestures as well as without gestures
- RC 1.6 s Point to objects when named
- RC 1.6 t Point to actions when named

**Expressive Communication**

**EC 1.6 a: Engage in non-verbal communication (Expressive Communication)**

- EC 1.6 a9 Use a variety of gestures to communicate needs and preferences
- EC 1.6 a10 May use gestures to label and refer to familiar objects, actions, and people

**EC 1.6 b: Engage in verbal communication (Expressive Communication)**

- EC 1.6 b16 Babble with long strings of sounds
- EC 1.6 b17 Vocalize during play
- EC 1.6 b18 Pair vocalizations with gestures
- EC 1.6 b19 Use single words meaningfully to label objects or persons
- EC 1.6 b20 Use names for family members and other familiar people
- EC 1.6 b21 Produce sounds of animals and familiar objects (e.g., cars, trains)
- EC 1.6 b22 Imitate sounds and words after adults speak

**Emerging Literacy**

**EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays**

- EL 1.1 a3 Listen attentively to familiar stories, rhymes, and songs
- EL 1.1 a4 Make movements and sounds in response to cues
- EL 1.1 a5 Request favorite nursery rhymes, songs, and finger plays

**EL 1.1 b: Demonstrate interest in pictures, books, and environmental print**

- EL 1.1 b9 Vocalize and pat pictures
- EL 1.1 b10 Point at pictures
- EL 1.1 b11 Make sounds for familiar pictures
- EL 1.1 b12 Give a book to an adult and request it be read
- EL 1.1 b13 Show a preference for favorite books
- EL 1.1 b14 Recognize signs and symbols frequently seen

**EL 1.1 c: Demonstrate beginning book handling skills**

- EL 1.1 c3 Turn pages of thick paged books
- EL 1.1 c4 Hold book and look at pictures as if reading

**Creative Expression**

**CE 9.1: Use a variety of sensual art forms**

- CE 9.1 e Experiment with their world and use their senses to understand everything by touching, seeing, and hearing
- CE 9.1 f Show interest in handling art materials

### ***CE 9.2: Express self through music and movement***

- CE 9.2 d Enjoy producing music and other sounds
- CE 9.2 e Delight in new abilities to produce sounds

### ***CE 9.3: Participate in a variety of dramatic play experiences***

- CE 9.3 d Know the meaning of objects during play
- CE 9.3 e Play interactive games with adults to explore concepts
- CE 9.3 f Relate to dolls and stuffed animals in realistic ways

### **Physical and Motor Development**

#### ***PM 10.4: Develop gross motor coordination***

- PM 10.4 p Pull to stand
- PM 10.4 q Walk with help
- PM 10.4 r Throw an object using a forward arm motion
- PM 10.4 s Walk without support
- PM 10.4 t Climb objects
- PM 10.4 u Squat and return to standing position without support
- PM 10.4 v Walk down stairs with support

#### ***PM 10.5: Develop fine motor control***

- PM 10.5 g Pick up objects with the thumb and index finger (i.e., pincer grasp)
- PM 10.5 h Turn pages of a stiff book
- PM 10.5 i Hold crayon in the hand and make marks on paper
- PM 10.5 j Stack toys
- PM 10.5 k Spoon feed self

### **Social, Emotional, and Personal Development**

#### ***SEP 3.2 a: Develop emotional expressions***

- SEP 3.2 a8 Show joy, pleasure, and excitement in new things that learns to do
- SEP 3.2 a9 Express a variety of pleasurable and non-pleasurable emotions
- SEP 3.2 a10 Begin to show fear or dislike of previously accepted activities/things
- SEP 3.2 a11 Begin to show sense of humor
- SEP 3.2 a12 Express emotions impulsively without understanding of impact on others

#### ***SEP 3.3: Exhibit pro-social behavior and develop interactions with peers***

- SEP 3.3 f Participate in simple back and forth interaction/play
- SEP 3.3 g Recognize and respond differently to younger children
- SEP 3.3 h Imitate the behaviors of peers
- SEP 3.3 i Respond to the actions of peers

#### ***SEP 3.2 b, PS 1, and PS 2: Develop self-regulation, self control, and self help skills***

- SEP 3.2 b10 Develop a sense of trust of adults
- SEP 3.2 b11 Interest or amuse self independently
- SEP 3.2 b12 Develop a sense of autonomy and consequence of actions
- PS 1.1 Recognize self in mirror
- SEP 3.2 b13 Show comfort in daily routines and activities
- SEP 3.2 b14 Enjoy exploring all aspects of activities and environments so changes play activities often
- PS 2.2 Attempt to perform self care activities independent of adult help
- SEP 3.2 b15 Test adult authority/limits by resisting adults' attempts to place boundaries regarding safety of self and others
- SEP 3.2 b16 Insist that a particular adult meet needs
- SEP 3.2 b17 Demonstrate an individualized response to environmental surroundings

#### ***SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults***

- SEP 1.10 Use a parent or caregiver for emotional security
- SEP 1.11 Display pleasure when interacting in an activity with an adult
- SEP 1.12 Enjoy being the center of attention; will perform to maintain adult attention
- SEP 1.13 Enjoy imitating adult behavior
- SEP 1.14 Like to be close to and in constant sight of caregiver

### **Eighteen Months to Two Years (24 Months)**

### **Approaches to Learning and Cognitive Development**

#### ***AL 1: Demonstrate initiative, curiosity, and imagination***

- AL 1.12 – Demonstrate preferences and make independent choices
- AL 1.13 – Use all senses to explore the environment

#### ***AL 3: Demonstrate reasoning and problem solving***

- AL 3.17 Demonstrate more complex imitation skills, including imitation of peers
- AL 3.18 Understand that specific motor behaviors cause effects and purposely repeat those behaviors to produce the effect
- AL 3.19 Engage in more complex play sequences based on an understanding of everyday events
- AL 3.20 Use a variety of problem solving skills.

- AL 3.21 Understand that objects exist even if not in sight over increasingly long time periods (i.e., object permanence)  
 AL 3.22 Understand that objects can be represented by symbols

## **Communication and Emerging Literacy**

### ***RC 1.6: Develop and expand listening and understanding skills (Receptive Communication)***

- RC 1.6 u Follow a two-part direction from an adult  
 RC 1.6 v Understand action verbs (words like “come,” “stop,” and “sit”)  
 RC 1.6 w Begin to understand a few pronouns (“me,” “mine,” “you”)  
 RC 1.6 x Begin to understand complex and compound sentences  
 RC 1.6 y Understand simple “Where” and “What” questions

### ***EC 1.6 a: Engage in non-verbal communication (Expressive Communication)***

- EC 1.6 a11 Uses facial expressions to express emotions  
 EC 1.6 a12 Uses gestures to communicate

### ***EC 1.6 b: Engage in verbal communication (Expressive Communication)***

- EC 1.6 b23 Use some nouns, verbs, pronouns and a few adjectives to express themselves  
 EC 1.6 b24 Begin to use the “Where?” question form  
 EC 1.6 b25 Ask for names of objects  
 EC 1.6 b26 Attempt to relate experiences using their own words and some real words  
 EC 1.6 b27 Refer to self using their own name  
 EC 1.6 b28 Begin to combine words into simple 2- to 3- word combinations  
 EC 1.6 b29 Use consonants “p, m, h, n, w, b, d” in the initial position of words  
 EC 1.6 b30 Has a vocabulary of 200 or so words

## **Emerging Literacy**

### ***EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays***

- EL 1.1 a6 Listen as adults tell stories  
 EL 1.1 a7 Sing along and approximate hand movements to familiar songs, rhymes, and finger plays  
 EL 1.1 a8 Sing and/or do familiar songs, rhymes, and finger plays independently

### ***EL 1.1 b: Demonstrate interest in pictures, books, and environmental print***

- EL 1.1 b15 Enjoy looking at books  
 EL 1.1 b16 Listen attentively as adults read books  
 EL 1.1 b17 Request that favorite stories be read over and over again  
 EL 1.1 b18 Request the names for objects they notice while looking at books

### ***EL 1.1 c: Demonstrates beginning book handling skills***

- EL 1.1 c5 Hold book more conventionally  
 EL 1.1 c6 Turn pages in a book randomly  
 EL 1.1 c7 Able to turn increasingly thinner pages

## **Creative Expression**

### ***CE 9.1 and 9.4: Recognize and use a variety of sensual art forms***

- CE 9.1 g Begin to show extended interest in familiar artwork  
 CE 9.4 a Make aesthetic choices

### ***CE 9.2: Express self through music and movement***

- CE 9.2 f Show excitement when exposed to music  
 CE 9.2 g Show pleasure in hearing familiar songs and will attempt to sing along  
 CE 9.2 h Use instruments to create rhythm and sound

### ***CE 9.3: Participate in a variety of dramatic play experiences***

- CE 9.3 g Bring other people into play  
 CE 9.3 h Participate in a variety of dramatic play activities

## **Physical and Motor Development**

### ***PM 10.4: Develop gross motor coordination***

- PM 10.4 w Walk without supports  
 PM 10.4 x Climb on an object to reach something  
 PM 10.4 y Kick a large ball  
 PM 10.4 z Increase balance and muscle strength

### ***PM 10.5: Develop fine motor control***

- PM 10.5 l Hold large writing tools and scribble  
 PM 10.5 m Twist the wrist to turn hands  
 PM 10.5 n Create simple block structures  
 PM 10.5 o Increase eye-hand coordination as pincer grasp develops

## **Social, Emotional, and Personal Development**

### ***SEP 3.2 a: Develop emotional expressions***

SEP 3.2 a13 Act appropriately when others are happy, sad, angry, or afraid. Begin to demonstrate empathy with others

### ***SEP 3.2 b and PS 2: Develop self-regulation, self control, and self help skills***

SEP 3.2 b18 Explore the environment on own but want an adult close  
SEP 3.2 b19 Demonstrate a sense of autonomy and consequences of actions  
PS 2.3 Understand that tooth brushing initiated by an adult is a self-help skill  
PS 2.4 Understand that hand washing initiated by an adult is a self-help skill  
PS 2.5 Recognize and repeat disease prevention skills demonstrated by adults

## **Two Years (24 Mos) to Three Years (36 Mos)**

### **Approaches to Learning and Cognitive Development**

#### ***AL 1: Demonstrate initiative, curiosity, and imagination***

AL 1.14 Engage in pretend and symbolic play and games that require several, sequential actions  
AL 1.15 Choose to participate in an increasing number of experiences  
AL 1.16 Ask "Why?" to develop a greater understanding of the world

#### ***AL 3: Demonstrate reasoning and problem solving***

AL 3.23 Understand the relationship between a behavior and its consequences  
AL 3.24 Demonstrate more complex concept knowledge  
AL 3.25 Recognize categories of objects and similarities among objects  
AL 3.26 Understand and can use multiple steps to achieve goals  
AL 3.27 Demonstrate a more complex level of object permanence

### **Communication and Emerging Literacy**

#### ***RC 1.6: Develop and expand listening and understanding skills( Receptive Communication)***

RC 1.6 z Point to some pictures and/or body parts when asked  
RC 1.6 aa Respond appropriately to social questions such as "What is your name?"  
RC 1.6 bb Follow a multi-step direction  
RC 1.6 cc Respond correctly to "Show me one block or finger." Understand the difference between "one" and "all"  
RC 1.6 dd Understand questions beginning with "Who" or "Where"  
RC 1.6 ee Understand "another"  
RC 1.6 ff Respond to questions or comments about objects/events outside of the immediate context  
RC 1.6 gg Follow other people's conversations  
RC 1.6 hh Respond to most prepositions (i.e., "in, out, on, in front of, toward, behind")

#### ***EC 1.6 a: Engage in non-verbal communication (Expressive Communication)***

EC 1.6 a13 Use familiar gestures to communicate

#### ***EC 1.6 b: Engage in verbal communication (Expressive Communication)***

EC 1.6 b31 Refer to self by name  
EC 1.6 b32 Name 3 objects  
EC 1.6 b33 Ask for "another"  
EC 1.6 b34 Use pronouns ("I, you, me") but not always correctly  
EC 1.6 b35 Ask for things at the table during mealtime  
EC 1.6 b36 Use 2- to 3-word phrases, some simple sentences, and questions to inform, obtain information, or make a request  
EC 1.6 b37 Uses plurals and past tense correctly usually  
EC 1.6 b38 Repeat sentences or ideas that has heard adults say  
EC 1.6 b39 Use four words to make a sentence  
EC 1.6 b40 Use speech that is intelligible to familiar adults at least half of the time  
EC 1.6 b41 Talk about past and future events

### **Emerging Literacy**

#### ***EL 1.1 a: Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays***

EL 1.1 a9 Participate in songs and finger plays  
EL 1.1 a10 Join in nursery rhymes  
EL 1.1 a11 – Fill in repetitive phrases of familiar stories, nursery rhymes, songs, and finger plays

#### ***EL 1.1 b: Demonstrate interest in pictures, books, and environmental print***

EL 1.1 b19 Describe pictures in books  
EL 1.1 b20 Choose and look at books independently  
EL 1.1 b21 Ask an adult to read specific books or parts of a book  
EL 1.1 b22 Recognize logos and other environmental print  
EL 1.1 b23 Recognize books by their covers  
EL 1.1 b24 Identify action in pictures  
EL 1.1 b25 Relate story to self and share information  
EL 1.1 b26 Watch when others write  
EL 1.1 b27 Imitate the act of writing during play

- EL 1.1 b28 Scribble with writing tools
- EL 1.1 b29 Experiment with writing tools

**EL 1.1 c: Demonstrate beginning book handling skills**

- EL 1.1 c8 Orient books correctly when “reading” them
- EL 1.1 c9 Treat books as special
- EL 1.1 c10 Turn pages that are increasingly thinner one at a time

**Creative Expression**

**CE 9.1: Use a variety of sensual art forms**

- CE 9.1 h Create representations of real objects/concepts in artwork
- CE 9.1 i Tell about pictures drawn or painted

**CE 9.2: Express self through music and movement**

- CE 9.2 i Demonstrate increased coordination in movements and gestures
- CE 9.2 j Sing songs in ways that the song can be recognized by others

**CE 9.3: Participate in a variety of dramatic play experiences**

- CE 9.3 i Plan dramatic activities
- CE 9.3 j Rely increasingly on use of language and communication as important components of play activities

**Physical and Motor Development**

**PM 10.4: Develop gross motor control**

- PM 10.4 aa Demonstrate muscle control and balance
- PM 10.4 bb Demonstrate eye-hand coordination and muscle control
- PM 10.4 cc Ride and move a toy with pedals

**PM 10.5: Develop fine motor control**

- PM 10.5 p Hold an object with one hand and manipulate it with the other
- PM 10.5 q Increase strength and control of small muscles in the hands

**Social, Emotional, and Personal Development**

**SEP 3.2 a: Develop emotional expressions**

- SEP 3.2 a14 Express own ideas, interests, and feelings.
- SEP 3.2 a15 May express jealousy when affection is shown other toddlers; can become possessive or jealous of loved ones
- SEP 3.2 a16 Display dependent behaviors though wants to be independent

**SEP 3.3: Exhibit pro-social behavior and develop interactions with peers**

- SEP 3.3 j Play briefly with other toddlers but likely to still prefer to play with caregiver
- SEP 3.3 k Participate in circle games
- SEP 3.3 l Like to play with dolls.
- SEP 3.3 m Like to act like “taking care” of others
- SEP 3.3 n Know own possessions; uses “mine”

**SEP 3.2 b and PS 2: Develop self-regulation, self control, and self help skills**

- SEP 3.2 b20 Express emotions with increasing control
- SEP 3.2 b21 Does not like change in routines; prefer rules and routines but can adjust
- SEP 3.2 b22 Develop a greater sense of autonomy and consequences of actions.
- PS 2.6 Begin the process of using the toilet
- SEP 3.2 b23 Demonstrate autonomy by saying “No,” but will submit/cooperate.
- SEP 3.2 b24 Show a strong sense of self as a powerful doer
- SEP 3.2 b25 Able to follow and respect simple rules but will frequently break those rules to test boundaries
- SEP 3.2 b26 Has difficulty with transitions or changing activities
- SEP 3.2 b27 Take pride in achievements; want to do things in own way, at own pace, and may resist help

**SEP 1: Demonstrate dyadic synchrony and reciprocity in interactions with adults**

- SEP 1.15 Relate best to one adult at a time

## Alignment Chart Infant-Toddler Standards

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
All Ages		
Family, Early Learning Settings and Community Partnerships		
PS 1 Help families advance infant/toddler learning		
PS 2 Use screenings and assessments to advance infant/toddler development and learning		
PS 6 Connect parents with community services		
PS 4 Help parents transition their infants/toddlers		
PS 5 Parents provide input on program services and procedures		
Birth to Three Months		
Approaches to Learning and Cognitive Development		
AL 1 Demonstrate initiative, curiosity, and imagination		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
AL 3 Demonstrate reasoning, problem solving, and persistence		
<b>Communication and Emerging Literacy</b>		
<b>Receptive Communication</b>		
RC 1.6 Develop and expand listening and understanding skills		
<b>Expressive Communication</b>		
EC 1.6a Engage in non-verbal communication (Expressive Communication)		
EC 1.6b Engage in verbal communication (Expressive Communication)		
<b>Emerging Literacy</b>		
EL 1.1a Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays		
EL 1.1b Demonstrate interest in pictures, books, and environmental print		
EL 1.1c Demonstrate beginning book handling skills		
<b>Creative Expression</b>		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
CE 9.1 Respond to a variety of sensual art forms		
CE 9.2 Respond to music		
CE 9.3 Participate in a variety of dramatic play experiences		
<b>Physical and Motor Development</b>		
PM 10.4 Develop gross motor coordination		
PM 10.5 Develop fine motor control		
<b>Social, Emotional, and Personal Development</b>		
SEP 3.2a Develop emotional expressions		
SEP 3.3 Exhibit pro-social behavior and develop social interactions with peers		
SEP 3.2b Develop self regulation and self control skills		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
SEP 1 Demonstrate dyadic synchrony and reciprocity in interactions with adults		
Three to Nine Months		
Approaches to Learning and Cognitive Development		
AL 1 Demonstrate initiative, curiosity, and imagination		
AL 3 Demonstrate reasoning, problem solving, and persistence		
Communication and Emergent Literacy		
Receptive Communication		
RC 1.6 Develop and expand listening and understanding skills		
Expressive Communication		
EC 1.6a Engage in non-verbal communication		
EC 1.6b Engage in verbal communication		
Emerging Literacy		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
EL 1.1a Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays		
EL 1.1b Demonstrate interest in pictures, books, and environmental print		
EL 1.1c Demonstrate beginning book handling skills		
<b>Creative Expression</b>		
CE 9.1 Recognize a variety of sensual art forms		
CE 9.2 Respond to music		
CE 9.3 Participate in a variety of dramatic play experiences		
<b>Physical and Motor Development</b>		
PM 10.4 Develop gross motor coordination		
PM 10.5 Develop fine motor control		
<b>Social, Emotional, and Personal Development</b>		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
SEP 3.2a Develop emotional expressions		
SEP 3.3 Exhibit pro-social behavior and develop interactions with peers		
SEP 3.2b and PS 2 Develop self-regulation, self control, and self help skills		
SEP 1 Demonstrate dyadic synchrony and reciprocity in interactions with adults		
Nine to Eighteen Months		
<u>Approaches to Learning and Cognitive Development</u>		
AL 1 Demonstrate initiative, curiosity, and imaginations		
AL 3 Demonstrate reasoning and problem solving		
<u>Communication and Emerging Literacy</u>		
<u>Receptive Communication</u>		
RC 1.6 Develop and expand listening and understanding skills		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
<b>Expressive Communication</b>		
EC 1.6a Engage in non-verbal communication		
EC 1.6b Engage in verbal communication		
<b>Emerging Literacy</b>		
EL 1.1a Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays		
EL 1.1b Demonstrate interest in pictures, books, and environmental print		
EL 1.1c Demonstrate beginning book handling skills		
<b>Creative Expression</b>		
CE 9.1 Use a variety of sensual art forms		
CE 9.2 Express self through music and movement		
CE 9.3 Participate in a variety of dramatic play experiences		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
<b>Physical and Motor Development</b>		
PM 10.4 Develop gross motor coordination		
10.5 Develop fine motor control		
<b>Social, Emotional, and Personal Development</b>		
SEP 3.2a Develop emotional expressions		
SEP 3.3 Exhibit pro-social behavior and develop interactions with peers		
SEP 3.2b, PS 1 and PS 2 Develop self regulation, self control, and self help skills		
SEP 1 Demonstrate dyadic synchrony and reciprocity in interactions with adults		
<b>Eighteen Months to Two Years (24 Months)</b>		
<b>Approaches to Learning and Cognitive Development</b>		
AL 1 Demonstrate initiative, curiosity, and imagination		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
AL 3 Demonstrate reasoning and problem solving		
<b>Communication and Emerging Literacy</b>		
<b>Receptive Communication</b>		
RC 1.6 Develop and expand listening and understanding skills		
<b>Expressive Communication</b>		
EC 1.6a Engage in non-verbal communication		
EC 1.6b Engage in verbal communication		
<b>Emerging Literacy</b>		
EL 1.1a Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays		
EL 1.1b Demonstrate interest in pictures, books, and environmental print		
EL 1.1c Demonstrates beginning book handling skills		
<b>Creative Expression</b>		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
CE 9.1 and 9.4 Recognize and use a variety of sensual art forms		
CE 9.2 Express self through music and movement		
CE 9.3 Participate in a variety of dramatic play experiences		
<b>Physical and Motor Development</b>		
PM 10.4 Develop gross motor coordination		
PM 10.5 Develop fine motor control		
<b>Social, Emotional, and Personal Development</b>		
SEP 3.2a Develop emotional expressions		
SEP 3.2b and PS 2 Develop self regulation, self control, and self help skills		
Two Years (24 Mos) to Three Years (36 Mos)		
<b>Approaches to Learning and Cognitive Development</b>		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
AL 1 Demonstrate initiative, curiosity, and imagination		
AL 3 Demonstrate reasoning and problem solving		
<b>Communication and Emerging Literacy</b>		
<b>Receptive Communication</b>		
RC 1.6 Develop and expand listening and understanding skills		
<b>Expressive Communication</b>		
EC 1.6a Engage in non-verbal communication		
EC 1.6b Engage in verbal communication		
<b>Emerging Literacy</b>		
EL 1.1a Respond to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays		
EL 1.1b Demonstrate interest in pictures, books, and environmental print		

Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
EL 1.1c Demonstrate beginning book handling skills		
Creative Expression		
CE 9.1 Use a variety of sensual art forms		
CE 9.2 Express self through music and movement		
CE 9.3 Participate in a variety of dramatic play experiences		
Physical and motor Development		
PM 10.4 Develop gross motor control		
PM 10.5 Develop fine motor control		
Social, Emotional, and Personal Development		
SEP 3.2a Develop emotional expressions		
SEP 3.3 Exhibit pro-social behavior and develop interactions with peers		



Learning Standard	Where Standard Is Covered in Curriculum	Where Standard Is Covered in Other Resources
SEP 3.2b and PS 2 Develop self regulation, self control, and self help skills		
SEP 1 Demonstrate dyadic synchrony and reciprocity in interactions with adults		