

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant Toddler Head Start Early Learning Outcomes Framework
 CROSSWALK**

Pennsylvania Learning Standards for Early Childhood Approaches To Learning Through Play	Alignment to Curriculum Head Start Early Learning Outcomes Framework
Standard AL.1: Constructing and Gathering Knowledge	
<p>Curiosity and Initiative AL.1.I.A Use the senses as a primary means to explore and learn from the environment.</p> <ul style="list-style-type: none"> • Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings • Transfer items from hand to hand to investigate the feel or appearance <p>AL.1.YT.A Show interest in various environmental stimuli.</p> <ul style="list-style-type: none"> • Ask questions to obtain an adult response • Point to and move towards an object or activity • Engage with objects to learn about them • Reach for or ask to play with a new toy or object after introduced by adult <p>AL.1.OT.A Explore characteristics of and ask questions about objects people, activities and environments.</p> <ul style="list-style-type: none"> • Explore object to see how they work (e.g. pushing buttons to start and stop turning object over) • Approach others at play and ask what they are doing or attempt to join in • Make independent play choices • Ask questions to seek information 	<p>Goal IT – ATL 6 Child demonstrates emerging initiative in interactions, experiences, and explorations</p> <p>Goal IT – ATL 7 Child shows interest in and curiosity about objects, materials, or events</p>
<p>Risk Taking AL. 1.I.B Explore in the comfort of a familiar surrounding or adult. Engage in play routines near a familiar adult Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby</p> <ul style="list-style-type: none"> • Try to take walking steps to reach a familiar adult <p>AL.1.YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.</p> <ul style="list-style-type: none"> • Engage with an unfamiliar adult while a familiar adult is nearby • Participate in new experiences initiated by familiar adult <p>AL.1.OT.B Explore the environment independently seeking occasional approval from adults.</p> <ul style="list-style-type: none"> • Turn and look to adult for reassurance when attempting new things or meeting new people • Observe adult completing a task, then independently 	<p>Goal IT – ATL 6 Child demonstrates emerging initiative in interactions, experiences, and explorations</p> <p>Goal IT – ATL 7 Child shows interest in and curiosity about objects, materials, or events</p>

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attempt the task	
Stages of Play AL.1.I.C Engage in parallel play. Move toward an object Imitate adult actions in play Children will independently play near adults Play near others without interacting with them AL.1.YT.C Engage in associative play. <ul style="list-style-type: none"> • Imitate action of peers and adults in their play • Build with blocks alongside another block-builder, occasionally taking the other’s blocks for own structure • Color on paper with crayons while seated next to another child who is coloring or painting • Place phone to ear and pretend to listen after watching a peer complete similar action • Join others at play, first watching and later joining in AL.1.OT.C Engage with others in simple cooperative play. <ul style="list-style-type: none"> • Interact with other children during play • Join others play, first watching and later joining in • Act out familiar scenarios 	Goal IT – ATL 9 Child shows imagination in play and interactions with others Goal IT – SE 5 Child imitates and engages in play with other children
Standard AL.2: Organizing and understanding information	
Engagement and Attention AL.2.I.A Interact with others, objects or activities for short periods of time. <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult ,peer, or object nearby • Engage in exploration of objects within the environment AL.2.YT.A Engage with others, focus attention and participate in activities for longer periods of time. <ul style="list-style-type: none"> • Engage in the same activity over and over • Engage with adult in extended reciprocal interactions • Examine an object with interest • Read a book with an adult from start to finish AL.2.OT.A Focus attention and participate in task oriented activities. <ul style="list-style-type: none"> • Complete short, simple task with adult support • Engage with peers in play for an extended period of time • Participate with others focusing on a specific task • Try a task or activity several times 	Goal IT – ATL 3 Child maintains focus and sustains attention with support

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<p>Task Analysis AL.2.I.B Anticipate next step of a familiar routine or activity.</p> <ul style="list-style-type: none"> • Repeat routine actions (e.g. lift legs for clean diaper placement, hold out hand for washing following diaper change, go to seat in expectation of meal) <p>AL.2.YT.B Know the sequence of familiar routines.</p> <ul style="list-style-type: none"> • Complete the sequence of a familiar routine • Demonstrate frustration when routine is changed <p>AL.2.OT.B Identify and complete the sequence of familiar routines and tasks.</p> <ul style="list-style-type: none"> • Complete a multi-step task with adult support • Verbalize the daily schedule (e.g. breakfast comes after morning meeting) • Talk about ways to complete a task or activity and act on it • Describe the sequential steps of basic routines and activities 	<p>Goal IT – ATL 2 Child manages actions and behavior with support of familiar adults</p> <p>Goal IT – ATL 4 Child develops the ability to show persistence in actions and behavior</p>
<p>Persistence AL.2.I.C Engage with an object in more than one way.</p> <ul style="list-style-type: none"> • Repeat attempts to engage an adult to meet needs • Play with a variety of objects to determine similar and different outcomes • Explore objects in the environment <p>AL.2.YT.C Attempt to accomplish challenging tasks.</p> <ul style="list-style-type: none"> • Demonstrate frustration when attempting to complete a difficult task (e.g. may give up, walk away from task) • Persist in working with materials that are challenging • Solve simple problems independently • Attempt to complete task in more than one way (e.g. using materials in more than one way, trial and error) • Stick to a task for a short period of time before asking for help • Show excitement in completion of a challenging task <p>AL.2.OT.C Attempt to accomplish challenging tasks by employing familiar strategies.</p> <ul style="list-style-type: none"> • Attempt to complete a task in more than one way (e.g. using materials in more than one way, trial and error, and breaking tasks into steps) • Focus on an activity or object while other things are occurring in the environment 	<p>Goal IT – ATL 4 Child develops the ability to show persistence in actions and behavior</p>

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<ul style="list-style-type: none"> • Stick to a task for a short period of time before asking for help • Show pride in completion of a challenging task 	
Patterning AL.2.YT.D Recognize simple patterns in the environment. <ul style="list-style-type: none"> • Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt) • Dance to rhythmic music AL.2.OT.D Recognize and create simple patterns. <ul style="list-style-type: none"> • Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt, predictable text) • Clap out rhythmic patterns • Create simple patterns using manipulatives 	
Memory AL.2.I.E Recognize and respond to familiar adults and routines. <ul style="list-style-type: none"> • Smile when familiar adult enters room • Act on familiar routines (e.g. go to changing table for diaper change) • Show excitement for familiar adult AL.2.YT.E Recall information from previous experiences. <ul style="list-style-type: none"> • Relate information and/or experiences from the past • Engage in memory games AL.2.OT.E Retain and recall information from previous experiences. <ul style="list-style-type: none"> • Relate information and/or experiences from the past • Engage in memory games • Recall details from stories, events, and experiences 	Goal IT – C 3 Child recognizes differences between familiar and unfamiliar people, objects, actions, or events GOAL IT – C4 Child recognizes the stability of people and objects in the environment GOAL IT – C 5 Child uses memories as a foundation for more complex actions and thoughts
Standard AL.3: Applying Knowledge	
Creativity and Invention AL.3.I.A/B Respond to music, art and stories. <ul style="list-style-type: none"> • Reference 9.1.V.I.B AL.3.YT.A/B Express self through simple actions, gestures and words. <ul style="list-style-type: none"> • Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E AL.3.OT.A/B Construct music, art and stories as a means of self-expression. <ul style="list-style-type: none"> • Reference 9.1.V.OT. A; 9.1.V.OT.B; 9.1.M.OT.E 	Goal IT – ATL 8 Child uses creativity to increase understanding and learning Goal IT – ATL 9 Child shows imagination in play and interactions with others
Representation AL.3.I.C Use a variety of materials to create. <ul style="list-style-type: none"> • Explore a variety of materials 	Goal IT – ATL 8 Child uses creativity to increase understanding and learning

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<ul style="list-style-type: none"> • Imitate use of materials when modeled by adult <p>AL.3.YT.C</p> <p>Use a variety of materials to represent familiar objects.</p> <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) <p>AL.3.OT.C</p> <p>Experiment with materials to represent objects.</p> <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) • Use real-life objects to represent make-believe or fantasy objects (e.g. spoon for magic wand, broom for a flying horse) 	<p>Goal IT – ATL 9</p> <p>Child shows imagination in play and interactions with others</p>
Standard AL.4: Learning Through Experience	
<p>Making Connections</p> <p>AL.4.I.A</p> <p>Demonstrate comfort in routines, objects and materials that reflect home experiences.</p> <ul style="list-style-type: none"> • Show comfort when shown or provided a favorite object from home • Show excitement when steps of a routine mirror home experience • Respond to familiar family phrases <p>AL.4.YT.A</p> <p>Relay experience from one setting to another.</p> <ul style="list-style-type: none"> • Share new skills or tasks, learned or practiced, outside the school setting • Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside and in cooking activity) • Use familiar phrases or behaviors from one setting in another setting • Engage in play that reflects home culture <p>AL.4.OT.A</p> <p>Notice similarities and differences between settings.</p> <ul style="list-style-type: none"> • Relate personal experiences during play • Identify things that can be done in one environment but not another (e.g. “I can serve my own food here, but mommy does it at home”) • Tell another that he or she is doing something wrong when it varies from a familiar routine • Ask questions about differences, similarities among peers • State similarities between activities 	<p>Goal IT – C 5</p> <p>Child uses memories as a foundation for more complex actions and thoughts</p>
<p>Resiliency-Competence</p> <p>AL.4.I.B</p>	<p>Goal IT – SE 1</p> <p>Child develops expectations of</p>

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<p>Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.I.C <p>AL.4.YT.B</p> <p>Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.YT.C <p>AL.4.OT.B</p> <p>Approach new experiences with confidence.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.OT.C 	<p>consistent, positive interactions through secure relationships with familiar adults</p> <p>Goal IT – SE 12 Child shows confidence in own abilities through relationships with others</p>
<p>Problem Solving AL.4.IC</p> <p>Play with a variety of objects to determine similar and different outcomes.</p> <ul style="list-style-type: none"> • Interact with an object in more than one way • Repeat actions that have an interesting response • Explore objects to see how they work • Compare outcomes of actions upon objects (e.g. shake a rattle and then shake a ball to determine if they have similar responses) <p>AL.4.YTC</p> <p>Solve simple problems independently.</p> <ul style="list-style-type: none"> • Demonstrate inflexibility when attempting to solve a problem (e.g. stick to one strategy, repeat error multiple times, unwilling to try alternative solution) • Repeat actions in attempt to achieve desired outcome • Observe other’s actions with materials to learn strategies for problem-solving • Explore objects to see how they work • Compare outcomes of actions upon objects (e.g. pour water through different objects and notice similarities and differences) • Try new ways to complete a familiar task • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error) • Use a previously successful strategy <p>AL.4.OTC</p> <p>Attempt problem solving activities to achieve a positive outcome.</p> <ul style="list-style-type: none"> • Observe other’s actions with materials to learn strategies for problem-solving • Try new ways to complete a familiar task • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps, ask for assistance) • Use a previously successful strategy • Discuss the different ways used to accomplish a task or to solve a problem 	<p>Goal IT – ATL 4 Child develops the ability to show persistence in actions and behavior</p> <p>Goal IT – ATL 6 Child demonstrates emerging initiative in interactions, experiences, and explorations</p> <p>Goal IT – ATL 7 Child shows interest in and curiosity about objects, materials, or events</p> <p>Goal IT – C 6 Child learns to use a variety of strategies in solving problems</p>

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Language and Literacy Development	
Standard 1.1 Foundational Skills	
Book Handling 1.1.I.A Explore books in a variety of ways. <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books • Attend to pictures in a book during lap-reading with an adult 1.1 Y.T.A Demonstrate beginning book handling skills. <ul style="list-style-type: none"> • Point to or frequently turn to favorite parts of a book • Turn pages • Pretend to read by tracking 1.1 O.T.A Demonstrate book handling skills. <ul style="list-style-type: none"> • Independently seek books to read during free play • Orient book correctly • Turn pages in order • Use pointer or finger to track print 	Goal IT – LC 10 Child handles books and relates them to their stories or information Goal IT – LC 11 Child recognizes pictures and some symbols, signs, or words
Print Concepts 1.1.I.B Demonstrate interest in books that have color, pattern, and contrast. <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books • Attend to pictures in a book during lap-reading with an adult 1.1 Y.T.B Demonstrate interest in pictures and text. <ul style="list-style-type: none"> • Shows preference for favorite books or pages • Point to or frequently turn to favorite parts in a book. • Notice print in the environment 1.1 O.T.B Recognize that print has meaning. <ul style="list-style-type: none"> • Chose books from a collection and name each one even if not using proper titles • Differentiate between numbers and letters • Recognize some letters in their name 	Goal IT – LC 11 Child recognizes pictures and some symbols, signs, or words Goal IT – LC 12 Child comprehends meaning from pictures and stories
Phonological Awareness 1.1 I.C Respond to sounds in the environment. <ul style="list-style-type: none"> • Startle to unfamiliar sounds (e.g. vacuum cleaner) • Respond positively to familiar sounds and words (e.g. voice of familiar adult) • Repeat sounds initiated by adult • Look towards sounds 1.1 Y.T.C Identify and imitate familiar sounds in the environment.	Goal IT – LC 9 Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs

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<ul style="list-style-type: none"> • Label sounds when they are heard (e.g. say “dog” when they hear a dog barking) • Repeat a sound sequence (e.g. “E, I, E, I, O”) <p>1.1 OT.C</p> <p>Categorize familiar sounds.</p> <ul style="list-style-type: none"> • Identify animal sounds • Listen to sounds and guess what they are • Use and imitate sounds when playing • Recognize sounds that are similar to those found in name • Engage in activities that include rhyme and alliteration 	
<p>Phonics and Word recognition</p> <p>1.1.OT.D</p> <p>Recognize familiar environmental print.</p> <ul style="list-style-type: none"> • Recognize and associate familiar logos (e.g. restaurants, stores, teams) • Recognize objects labeled with his/her name 	<p>Goal IT – LC 11</p> <p>Child recognizes pictures and some symbols, signs, or words</p>
Standard 1.2 Reading Informational Text	
<p>Key Ideas</p> <p>1.2 I.B</p> <p>Attend to a picture in a text when reading with an adult.</p> <ul style="list-style-type: none"> • Gaze at pages of a text • Point to familiar objects pictured within a text • Attempt to communicate about familiar objects in text (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) <p>1.2.YT.B</p> <p>Respond to simple questions about a text.</p> <ul style="list-style-type: none"> • Point to picture in a text when asked by an adult • Attempt to communicate about the text when asked by an adult <p>1.2 OT.B</p> <p>Answer simple questions about a text.</p> <ul style="list-style-type: none"> • Use some details from the text to answer questions • Answer “who” or “what” the text is about 	<p>Goal IT – LC 12</p> <p>Child comprehends meaning from pictures and stories</p>
<p>Key Ideas and Details</p> <p>1.2.YT.C</p> <p>Relate familiar objects in a text to personal experience.</p> <ul style="list-style-type: none"> • Point to picture in a book when asked by adult • Answer a question about a book (e.g. “What is the bat eating?”) • Move to real object after viewing in a text <p>1.3 OT.C</p> <p>Relate text to personal experiences when asked.</p> <ul style="list-style-type: none"> • Respond to action in a story (e.g. jump when characters jump) 	

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<ul style="list-style-type: none"> • Share personal experience and prior knowledge that is relevant to the text • Answer questions about text that relate to personal experiences • Choose text based on personal interest and experiences 	
<p>Craft and Structure-Text Structure 1.2. YT.E Identify a favorite book by its cover.</p> <ul style="list-style-type: none"> • Use front cover to locate favorite text • Ask adult to read a favorite text often <p>1.2 OT.E Identify a text by the front cover.</p> <ul style="list-style-type: none"> • Locate a familiar text when provided with title • Locate an unfamiliar text when provided a description of the front cover 	
<p>Integration of Knowledge 1.3 OT.G Notice details in illustration or picture.</p> <ul style="list-style-type: none"> • Describe details about pictures in text 	<p>Goal IT – LC 12 Child comprehends meaning from pictures and stories</p>
<p>Vocabulary Acquisition and Use 1.2 I.J Use single words to identify family members and familiar objects.</p> <ul style="list-style-type: none"> • Look at or move toward named person or object • Repeat sounds initiated by adult • Use newly acquired vocabulary to name objects <p>1.2. YT.J Use new vocabulary in everyday speech.</p> <ul style="list-style-type: none"> • Ask adults questions to learn names for new objects • Use newly acquired vocabulary to name objects • Understand about 200 words and use about 50 in everyday speech <p>1.2. OT.J Use expanded vocabulary in everyday speech.</p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects • Use prepositions and pronouns • Understand as many as 900 words and use about 300 in everyday speech 	<p>Goal IT – LC 7 Child understands an increasing number of words used in communication with others</p> <p>Goal IT – LC 8 Child uses an increasing number of words in communication and conversation with others</p>
<p>Range of Reading 1.2 I.L Engage in reading activities.</p>	

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<ul style="list-style-type: none"> • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books <p>1.2. YT.L Actively engage in reading activities for short periods of time.</p> <ul style="list-style-type: none"> • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the text being read aloud • Purposefully seek out opportunities to engage with books <p>1.2. OT.L Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children • Use ideas gained in group reading, other daily routines, learning centers and activities 	
Standard 1.3: Reading Literature	
<p>Key Ideas and Details-Theme 1.3.OT.A Recall an event from a story.</p> <ul style="list-style-type: none"> • Name one event in a story • Talk about what the story is about 	
<p>Key Ideas and Details-Text Analysis 1.3 I.B Attend to a picture in a story when reading with an adult.</p> <ul style="list-style-type: none"> • Gaze at pages of a story • Point to familiar objects pictured within a story • Attempt to communicate about familiar objects in story (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) <p>1.4 YT.B Respond to simple questions about a story.</p> <ul style="list-style-type: none"> • Point to picture in a story when asked by an adult • Attempt to communicate about the story when asked by an adult <p>1.2 OT.B Answer simple questions about a story.</p> <ul style="list-style-type: none"> • Use some details from the story to answer questions • Answer “who” or “what” the story is about 	
<p>Key Ideas and Details-Literacy Elements 1.3.OT.C Recognize pictures of familiar characters in a book.</p>	

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<ul style="list-style-type: none"> • Name characters in the story Integration of Knowledge 1.3.OT.G Notice details in illustration or picture. <ul style="list-style-type: none"> • Describe details about pictures in stories 	Goal IT – LC 12 Child comprehends meaning from pictures and stories
Vocabulary Acquisition and Use 1.3 IJ Use single words to identify family members and familiar objects. <ul style="list-style-type: none"> • Look at or move toward named person or object • Repeat sounds initiated by adult • Use newly acquired vocabulary to name objects 1.3. YT.J Use new vocabulary in everyday speech. <ul style="list-style-type: none"> • Ask adults questions to learn names for new objects • Use newly acquired vocabulary to name objects • Understand about 200 words and use about 50 in everyday speech 1.3. OT.J Use expanded vocabulary in everyday speech. <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects • Use prepositions and pronouns • Understand as many as 900 words and use about 300 in everyday speech 	Goal IT – LC 7 Child understands an increasing number of words used in communication with others Goal IT – LC 8 Child uses an increasing number of words in communication and conversation with others
Range of Reading 1.3 I.L Engage in reading activities. <ul style="list-style-type: none"> • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books 1.3. YT.L Actively engage in reading activities for short periods of time. <ul style="list-style-type: none"> • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the story being read aloud • Purposefully seek out opportunities to engage with books 1.2. OT.L	

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<p>Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children • Use ideas gained in group reading, other daily routines, learning centers and activities 	
Standard 1.4 Writing	
<p>Narrative 1.4.OT.M Tell a story about a picture.</p> <ul style="list-style-type: none"> • Tell a real or make-believe story • Describe the shapes in a drawn pictures (e.g. “This is a dog and that is her dog house”) • Respond when asked “who” or “what” is in the picture • When prompted, provide details to further support the description of the picture • Communicate the beginning and end of an event 	<p>Goal IT – LC 13 Child makes marks and uses them to represent objects or actions</p>
<p>Narrative Conventions of Language 1.4.I.R Make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> • Use a variety of writing tools and surfaces during play • Engage in tactile experiences • Imitate adult mark making (e.g. taps out dots on paper after adult models) <p>1.4.YT.R Scribble with writing and drawing tools.</p> <ul style="list-style-type: none"> • Make marks that appear in random order • Repeat scribbles • Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating shapes and other forms • Create shapes and scribbles from tactile materials <p>1.4.OT.R Intentionally make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> • Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating letters and other forms • Scribble writes deliberately • Scribble lines, circles, zig-zags or in rows • Write segments of letter forms (e.g. lines, curves) • Begin to use letter like forms • Trace and create letters and other shapes using tactile materials (e.g. sand, sandpaper, glue, foam) 	<p>Goal IT – LC 13 Child makes marks and uses them to represent objects or actions</p>
<p>Conducting Research</p>	

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<p>1.4.OT.V Ask questions about topics of personal interest to gain information.</p> <ul style="list-style-type: none"> • Ask about a new toy or object in the classroom (e.g. “How does that work?”) • Ask questions about familiar and unfamiliar people 	
Standard 1.5 Speaking and Listening	
<p>Comprehension and Collaboration – Collaborative Discussion 1.5.I.A Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met • Use verbal and nonverbal language to show interest in objects and people • Engage in conversational turn taking <p>1.5.YT.A Use sounds, gestures, and words as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met • Use verbal and nonverbal language to show interest in objects and people • Engage in conversational turn taking <p>1.5.OT.A Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> • Engage in conversational turn taking • Pose questions • Allow wait time before responding 	<p>Goal IT – LC 2 Child learns from communication and language experiences with others</p> <p>Goal IT – LC 5 Child uses increasingly complex language in conversation with others</p> <p>Goal IT – LC 6 Child initiates non-verbal communication and language to learn and gain information</p>
<p>Comprehension and Collaboration - Evaluation 1.5.I.C Respond in ways that indicate understanding of what is being communicated.</p> <ul style="list-style-type: none"> • Respond to tone of others voice • Connect voice to specific person • Follow simple direction • Turn head toward speaker <p>1.5.YT.C Respond to questions, comments or directions.</p> <ul style="list-style-type: none"> • Focus attention on speaker and attempt to imitate speech • Respond to adults’ requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) • Follow a one-step simple direction <p>1.5.OT.C Respond to questions, comments or directions.</p> <ul style="list-style-type: none"> • Respond to adults’ requests showing understanding of 	<p>Goal IT – LC 1 Child attends to, understands, and responds to communication and language from others</p> <p>Goal IT – LC 7 Child understands an increasing number of words used in communication with others</p>

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<p>what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked)</p> <ul style="list-style-type: none"> • Demonstrate understanding of position words • Follow 2-step directions with reminders • Respond to a question with an answer or details related to the topic being discussed 	
<p>Presentation of Knowledge and Ideas – Purpose, audience, and task/context 1.5.I.D/E</p> <p>Babble and begin to use single words and/or signs.</p> <ul style="list-style-type: none"> • Change tone to express feelings • Babble using strings of consonant sounds and sounds and rhythms of native language • Actively imitate the sounds of speech and/or signs <p>1.5.YT.D/E</p> <p>Use 1-2 words and/or signs to communicate.</p> <ul style="list-style-type: none"> • Use simple words and/or signs to indicate wants or needs • Use simple gestures • Use inflection when speaking • Express thoughts, feelings and ideas • Talk about stories, experiences and interests <p>1.5.OT.D/E</p> <p>Use simple sentences; communicating clearly enough to be understood by familiar adults.</p> <ul style="list-style-type: none"> • Express thoughts, feelings and ideas • Talk about stories, experiences and interests • Use appropriate volume to be heard by group, paying attention to inside and outside voices • Use pronouns more frequently • Use inflection when speaking 	<p>Goal IT – LC 3 Child communicates needs and wants non-verbally and by using language</p> <p>Goal IT – LC 4 Child uses non-verbal communication and language to engage others in interaction</p> <p>Goal IT – LC 8 Child uses an increasing number of words in communication and conversation with others</p>
<p>Conventions of Standard English 1.5.OT.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on older toddler development.</p> <ul style="list-style-type: none"> • Speak in simple sentences • Use pronouns for self • May omit some words or use some words incorrectly (e.g. “Mommy goed to work”, “I want banana”) • End words in “s” to indicate plural (e.g. trucks, mouses) • Begin to use prepositions 	<p>Goal IT – LC 3 Child communicates needs and wants non-verbally and by using language</p> <p>Goal IT – LC 5 Child uses increasing complex language in conversations with others</p>
Mathematical Thinking and Expression	
Standard 2.1: Numbers and Operation	
<p>Counting and Cardinality: Cardinality 2.1. I.A.1</p>	<p>Goal IT – C 8 Child develops sense of number and</p>

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<p>Explore objects</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Repeat sound patterns (e.g. repeatedly beat on drums, clap hands) <p>2.1 YT.A.1</p> <p>Imitate rote counting using some names of numbers.</p> <ul style="list-style-type: none"> • Attempt to count, not always in the correct order <p>2.1 OT.A.1</p> <p>Know some number names and the count sequence.</p> <ul style="list-style-type: none"> • Rote count to 5 • Recognize some numerals (e.g. notice numerals in the environment and names some of them, point to a numeral when asked) • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) 	<p>quantity</p>
<p>Counting and Cardinality: Counting</p> <p>2.1 OT.A.2</p> <p>Count to tell the number of objects.</p> <ul style="list-style-type: none"> • Subtilize (visually quantify) to determine how many: attach a numeric value to a set of objects without counting up to 3 • Practice one to one correspondence (e.g. setting out snack, counting children, matching objects) • Verbalize how many objects they have • Use counting and numbers as part of play and as a means for determining quantity 	<p>Goal IT – C 8 Child develops sense of number and quantity</p>
<p>Counting and Cardinality: Comparing</p> <p>2.1 I.A.3</p> <p>Explore relationships between objects.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects <p>2.1. YT.A.3</p> <p>Explore simple comparisons of quantity.</p> <ul style="list-style-type: none"> • Ask for “more” • Notice differences in size (e.g. big, small) • Indicate when something is gone • Participate <p>2.1 .OT.A.3</p> <p>Use comparative language to show understanding of more or less.</p> <ul style="list-style-type: none"> • Recognize who has more than another • Use terms like “more,” “less,” “bigger than,” “smaller than,” “the same” • Identify groups of more or less 	
<p>Mathematical Processes</p>	<p>Goal IT – C 8</p>

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<p>2.1.I.MP Engage in numerical play.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1.YT.MP Engage and persist in numerical play.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1.OT.MP Use mathematical processes when quantifying, comparing and representing numbers.</p> <ul style="list-style-type: none"> • Engage in numerical play • Persist in numerical play • (Reference AL.2.OT.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play • Use simple forms of numerical representations (e.g. pictures, objects, fingers) 	<p>Child develops sense of number and quantity</p>
Standard 2.2: Algebraic Concepts	
<p>Operations and Algebraic Thinking 2.2 YT.A.1 Sort manipulatives into sets.</p> <ul style="list-style-type: none"> • Group like objects into sets • Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) <p>2.2 .OT.A.1 Add to and take apart sets.</p> <ul style="list-style-type: none"> • Group like objects into sets • Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) • Use vocabulary that includes subtraction or addition concepts (e.g. “I need one more,” “They’re all gone”) 	
Standard 2.3: Geometry	
<p>Geometric Identification 2.3.I.A.1 Explore objects of different sizes and shapes.</p> <ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects • Explore puzzles with assistance • Stack and build with various shaped and sized blocks 	<p>Goal IT – C 9 Child uses spatial awareness to understand objects and their movement in space</p>

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<ul style="list-style-type: none"> • Manipulate various shapes • Explore the ways that shapes and objects fit together <p>2.3.YT.A.1</p> <p>Match identical shapes.</p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance • Place shapes in shape sorter <p>2.3.OT.A.1</p> <p>Recognize and identify basic shapes in the environment.</p> <ul style="list-style-type: none"> • Describe objects in the environment and name shapes • Complete simple puzzles • Manipulate objects of various shape and size 	
<p>Geometry: Application</p> <p>2.3.OT.A.2</p> <p>Create and compose simple shapes.</p> <ul style="list-style-type: none"> • Use simple shapes in drawing • Use 3-D materials to represent simple shapes • Use fingers or body to represent shapes when asked 	
<p>Geometry: Math Process</p> <p>2.3.I.MP</p> <p>Engage in geometric play.</p> <ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects • Explore puzzles with assistance • Stack and build with various shaped and sized blocks • Manipulate various shapes • Explore the ways that shapes and objects fit together. <p>2.3.YT.MP</p> <p>Engage and persist in geometric play.</p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance • Place shapes in shape sorter <p>2.3.OT.MP</p> <p>Use mathematical processes when creating and composing shapes.</p> <ul style="list-style-type: none"> • Describe objects in the environment and name shapes • Complete simple puzzles • Manipulate objects of various shape and size • Persist in geometric play (Reference AL.2.OT.C) • Engage in geometric play • Problem solve during geometric play (Reference AL.4.OT.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play 	<p>Goal IT – C 9</p> <p>Child uses spatial awareness to understand objects and their movement is space</p>
Standard 2.4: Measurement, Data and Probability	
<p>Measurement and Data: Measurement</p> <p>2.4.YT.A.1</p> <p>Engage in measurement experiences.</p>	

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<ul style="list-style-type: none"> • Begin to use size words • Explore objects to determine size • Explore measuring tools • Fills and empties containers in the water table <p>2.4.OT.A.1</p> <p>Use basic measurement vocabulary.</p> <ul style="list-style-type: none"> • Use size words (e.g. many, big and little) • Compare sizes of objects • Explore objects to determine size • Explore measuring tools • Measure objects with adult assistance • Begin to use nonstandard (e.g. hand, shoe, yarn, block) or standard tools to measure objects 	
<p>Measurement and Data: Data</p> <p>2.4 YT.A.2</p> <p>Participate in sorting objects.</p> <ul style="list-style-type: none"> • Put similar objects into piles • Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.4 OT.A.2</p> <p>Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> • Sort objects by one attribute (e.g. color, size, shape) • Classify up to five objects using one attribute into categories • Count the number of objects in each category and with adult assistance display the number of objects in each category 	<p>Goal IT – C 10</p> <p>Child uses matching and sorting of objects or people to understand similar and different characteristics</p>
<p>Measurement and Data</p> <p>2.1.YT.MP</p> <p>Engage and persist when measuring and sorting objects.</p> <ul style="list-style-type: none"> • Begin to use size words • Explore objects to determine size • Explore measuring tools • Fills and empties containers in the water table • Put similar objects into piles • Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.1.OT.MP</p> <p>Use mathematical processes when measuring; organizing data.</p> <ul style="list-style-type: none"> • Engage in measurement activities • Engage in activities that include organizing data • Persist in measurement activities (Reference AL.2.OT.C) • Persist in activities that include organizing data (Reference AL.2.OT.C) 	

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<ul style="list-style-type: none"> • Problem solve during measurement activities • (Reference AL.4.OT.C) • Problem solve in activities that include organizing data • (Reference AL.4.OT.C) • When prompted, communicate thinking while engaged in measurement activities and organizing • Talk and listen to peers 	
Scientific Thinking and Expression: Exploring, Inquiry and Discovery	
Standard 3.1.A Biological Sciences Living and Non-living Organisms	
<p>Common Characteristics of Life</p> <p>3.1 I.A.1</p> <p>Show interest in the natural world.</p> <ul style="list-style-type: none"> • Reach for and move to objects and people • Explore using all senses • Observe basic caretaking of non-toxic plants and safe animals <p>3.1 YT.A.1</p> <p>Explore the characteristics of living things.</p> <ul style="list-style-type: none"> • Show interest in and respond to plants, animals and people in the environment • Explore using all senses • Engage in basic caretaking of non-toxic plants and safe animals <p>3.1 OT.A.1</p> <p>Identify basic characteristics of some living and non-living things.</p> <ul style="list-style-type: none"> • Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects • Identify the external characteristics of living things (e.g. size, shape, color, and texture of leaves or insects) • Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) • Engage in activities to sort by living and non-living 	
<p>Energy Flow</p> <p>3.1.YT.A.2</p> <p>Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> • Engage in basic caretaking of non-toxic plants and safe animals <p>3.1. OT.A.2</p> <p>Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> • Engage in basic caretaking of non-toxic plants and safe animals 	

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<ul style="list-style-type: none"> • State that living things need food and water to survive. <p>Life Cycles 3.1.OT.A.3</p> <p>Notice plants and animals growing and changing.</p> <ul style="list-style-type: none"> • Ask questions about plants and animals growing and changing • Observe and document the growth of a living thing through scribbles, drawings, and/or photos • Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting) • Care for plants and animals in the classroom 	
<p>Form and Function 3.1.I.A.5</p> <p>Explore parts of living things in their environment.</p> <ul style="list-style-type: none"> • Explore own body parts • Explore parts of other living things <p>3.1.YT.A.5</p> <p>Recognize parts of living things in their environment.</p> <ul style="list-style-type: none"> • Point to basic body parts when asked • Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”) • Point to and match basic parts of plants and animals (e.g. flower, leaf, tail) <p>3.1.OT.A.5</p> <p>Identify basic parts of living things.</p> <ul style="list-style-type: none"> • Point to basic body parts when asked • <input type="checkbox"/> Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”) • Name basic parts of plants and animals (e.g. flower, leaf, tail) • Name basic body parts • Include basic parts (e.g. head, flower) in drawing of people, animals or plants 	
<p>Science and Inquiry 3.1.I.A.9</p> <p>Participate in simple investigations of living and non-living things.</p> <ul style="list-style-type: none"> • Use senses to explore • Engage with adult provided materials • Observe living and non-living things in their environment <p>3.1.YT.A.9</p> <p>Participate in simple investigations to observe living and non-living things.</p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore • Engage with adult provided materials 	<p>Goal IT – C 2 Child uses understanding of causal relationships to act on social and physical environments</p> <p>Goal IT – C 6 Child learns to use a variety of strategies in solving problems</p>

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<ul style="list-style-type: none"> • Observe living and non-living things in their environment • Collect objects during a nature walk • Point out objects of interest in the environment <p>3.1.OT.A.9</p> <p>Participate in simple investigations of living and non-living things to answer a question.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events. • Use the five senses and simple equipment to gather data • Collect objects during a nature walk • Describe observations 	
Standard 3.1.B Biological Sciences: Genetics	
<p>Heredity</p> <p>3.1.I.B.1</p> <p>Recognize self and family members.</p> <ul style="list-style-type: none"> • Look at self in mirror • Direct gaze to named person when asked (e.g. Look for family member when caregiver says, “Here’s Mommy!”) <p>3.1.YT.B.1</p> <p>Recognize familiar animals and their babies.</p> <ul style="list-style-type: none"> • Point to adult and baby animals in pictures when asked • Name a familiar animal when seen • Match familiar animals to their baby’s <p>3.1.OT.B.1</p> <p>Notice similarities and differences between living things from the same species.</p> <ul style="list-style-type: none"> • Identify characteristics of own family (e.g. hair color, eye color and height) • Match parent animal with offspring • Identify characteristics of animals from the same species (e.g. color, size) 	
<p>Science as Inquiry</p> <p>3.1. I.B.6</p> <p>Participate in simple investigations of physical characteristics of living things.</p> <ul style="list-style-type: none"> • Use senses to explore • Engage with adult provided materials • Observe living things in their environment <p>3.1.YT.B.6</p> <p>Participate in simple investigations to observe physical characteristics of living things.</p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore • Engage with adult provided materials • Observe living things in their environment 	<p>Goal IT – C 2 Child uses understanding of causal relationships to act on social and physical environments</p> <p>Goal IT – C 6 Child learns to use a variety of strategies in solving problems</p>

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<ul style="list-style-type: none"> • Participate in nature walks to observe living things • Point out living things in the environment <p>3.1.OT.B.6</p> <p>Participate in simple investigations of physical characteristics of living things from same species to answer a question.</p> <ul style="list-style-type: none"> • Ask questions about the physical characteristics of living things from the same species • Use the five senses and simple equipment to gather data • Collect observations of living things during a nature walk • Describe observations 	
Standard 3.1.C Biological Sciences: Evolution	
<p>Unifying Themes (Constancy and Change)</p> <p>3.1.OT.C.3</p> <p>Notice changes that occur in animals.</p> <ul style="list-style-type: none"> • Talk about changes that occur in animals during the seasons 	
<p>Science as Inquiry</p> <p>3.1.OT.C.4</p> <p>Participate in simple investigations of changes that occur in animals.</p> <ul style="list-style-type: none"> • Ask questions about changes that occur in animals • Use the five senses and simple equipment to gather data • Observe during a nature walk • Describe observations 	<p>Goal IT – C 2 Child uses understanding of causal relationships to act on social and physical environments</p> <p>Goal IT – C 6 Child learns to use a variety of strategies in solving problems</p>
Standard 3.2.A Physical Sciences: Chemistry	
<p>Properties of Matter</p> <p>3.2.I.A.1</p> <p>Explore objects with varying characteristics.</p> <ul style="list-style-type: none"> • Use senses to explore objects • Explore objects of varying sizes • Explore objects of varying shapes • Explore objects of varying textures • Explore objects of varying colors <p>3.2.YT.A.1</p> <p>Engage with objects to learn about their characteristics.</p> <ul style="list-style-type: none"> • Use senses to explore objects • Explore objects of varying sizes • Explore objects of varying shapes • Explore objects of varying textures • Explore objects of varying colors • Participate in teacher-led exploration of matter (e.g. 	<p>Goal IT – C 1 Child actively explores people and objects to understand self, others, and objects</p>

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<p>water and sensory play, explore novel objects introduced into classroom)</p> <p>3.2.OT.A.1</p> <p>Describe objects by their characteristics.</p> <ul style="list-style-type: none"> • Use senses to explore objects • Explore and describe objects of varying sizes • Explore and describe objects of varying shapes • Explore and describe objects of varying textures • Explore and describe objects of varying colors • Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) • Collect and sort objects according to characteristics 	
<p>Matter and Energy</p> <p>3.2.I.A.3</p> <p>Observe activities involving changes in matter.</p> <ul style="list-style-type: none"> • Observe adult combining materials to make a new substance (e.g. cooking, making volcano, mixing paint colors) • Observe differences in water (e.g. ice cube or snow melting and freezing) • Observe changes in solid materials (e.g. crayon melting) <p>3.2.YT.A.3</p> <p>Engage in activities involving changes in matter.</p> <ul style="list-style-type: none"> • Combine materials to make a new substance (e.g. mix paint color, mix water and soil) • Participate in teacher-led cooking activities • Observe differences in water (e.g. an ice cube or snow melting and freezing) • Observe changes in solid materials (e.g. crayon melting) <p>3.2.OT.A.3</p> <p>Notice changes in matter.</p> <ul style="list-style-type: none"> • Combine materials to make a new substance (e.g. mix paint color, mix water and soil) and describe the result • Point out when a change in matter occurs • Discuss changes in water (e.g. an ice cube or snow melting and freezing) • Discuss changes in solid materials (e.g. a crayon melting) • Describe changes in food substances during cooking 	

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<p>Science as Inquiry 3.2.I.A.6 Participate in simple investigations of matter.</p> <ul style="list-style-type: none"> • Use senses to explore objects • Explore objects of varying sizes • Explore objects of varying shapes • Explore objects of varying textures • Explore objects of varying colors • Engage with adult provided materials <p>3.2.YT.A.6 Participate in simple investigations to observe changes in matter.</p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore objects • Explore objects of varying sizes • Explore objects of varying shapes • Explore objects of varying textures • Explore objects of varying colors • Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) <p>3.2.OT.A.6 Participate in simple investigations of matter to answer a question.</p> <ul style="list-style-type: none"> • Ask questions about matter • Use the five senses and simple equipment to gather data • Collect and sort objects according to characteristics • Describe observations 	<p>Goal IT – C 2 Child uses understanding of causal relationships to act on social and physical environments</p> <p>Goal IT – C 6 Child learns to use a variety of strategies in solving problems</p>
Standard 3.2.B Physical Sciences: Physics	
<p>Force & Motion of Practices & Rigid Bodies 3.2.I.B.1 Explore the motion of objects.</p> <ul style="list-style-type: none"> • Recognize that objects can be moved • Act upon objects to make them move in various ways • Participate in teacher-led activities involving moving objects <p>3.2.YT.B.1 Recognize and explore how objects move.</p> <ul style="list-style-type: none"> • Recognize that objects can be moved • Act upon objects to make them move in various ways • Participate in teacher-led activities involving moving objects <p>3.2.OT.B.1 Communicate about the motion of objects.</p> <ul style="list-style-type: none"> • Recognize that objects can be moved • Act upon objects to make them move in various ways • Participate in teacher-led activities involving moving 	

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objects <ul style="list-style-type: none"> • Comment about the motion of a variety of objects during play • Use words related to motion (e.g. fast, slow) • Participate in discussions about the motion of objects 	
Nature of Waves (Sound and Light Energy) 3.2.I.B.5 Respond to sounds in the environment. <ul style="list-style-type: none"> • Reference 1.1.I.C 3.2.YT.B.5 Identify and imitate familiar sounds in the environment. <ul style="list-style-type: none"> • Reference 1.1.YT.C 3.2.OT.B.5 Categorize familiar sounds. <ul style="list-style-type: none"> • Reference 1.1.OT.C 	
Science as Inquiry 3.2.I.B.7 Participate in simple investigations of motion and sound. <ul style="list-style-type: none"> • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials 3.2.YT.B.7 Participate in simple investigations to observe motion and sound. <ul style="list-style-type: none"> • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo) 3.2.OT.B.7 Participate in simple investigations of motion and sound to answer a question. <ul style="list-style-type: none"> • Ask questions about motion and sound • Use the five senses and simple equipment to gather data • Describe observations • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo, sound comparisons) 	Goal IT – C 2 Child uses understanding of causal relationships to act on social and physical environments Goal IT – C 6 Child learns to use a variety of strategies in solving problems
Standard 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles	
Earth Features and the Processes that Change it 3.3.I.A.1	

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<p>Explore earth materials.</p> <ul style="list-style-type: none"> • Use senses to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood) <p>3.3.YT.A.1</p> <p>Engage with earth materials.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals) • Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil) <p>3.3.OT.A.1</p> <p>Describe earth materials.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals) • Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil, gardening) • Use simple scientific vocabulary to label earth materials (e.g. rock, stone, soil, dirt) • Answer questions about observations of earth matter 	
<p>Water</p> <p>3.3.I.A.4</p> <p>Explore water.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore water <p>3.3.YT.A.4</p> <p>Engage with water.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore water • Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) <p>3.3.OT.A.4</p> <p>Discuss basic uses of water.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore water • Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) • Use simple scientific vocabulary to label water (e.g. wet, sink, float, warm, cold) • Answer questions about observations of water 	
<p>Weather and Climate</p> <p>3.3.I.A.5</p> <p>Observe weather conditions.</p> <ul style="list-style-type: none"> • Respond to weather (e.g. point to or move to window when raining or snowing) • Use senses to observe weather conditions <p>3.3.YT.A.5</p>	

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<p>Observe and begin to label weather conditions.</p> <ul style="list-style-type: none"> • Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) • Use senses to observe weather conditions • Use simple words or signs to label weather (e.g. sun, snow, rain, cloud) <p>3.3.OT.A.5</p> <p>Describe changes in weather conditions, and discuss how weather affects daily life.</p> <ul style="list-style-type: none"> • Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) • Use senses to observe weather conditions • Use words or signs to label weather (e.g. sun, snow, rain, cloud) • Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) • Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside) 	
<p>Science as Inquiry</p> <p>3.3.I.A.7</p> <p>Participate in simple investigations of earth materials, processes, and cycles.</p> <ul style="list-style-type: none"> • Use senses to explore earth materials, processes, and cycles <p>3.3.YT.A.7</p> <p>Participate in simple investigations of earth materials, processes, and cycles.</p> <ul style="list-style-type: none"> • Use senses to explore earth materials, processes, and cycles • Engage with adult provided materials • Participate in teacher-led exploration of earth materials, processes, and cycles <p>3.3.OT.A.7</p> <p>Participate in simple investigations of earth materials, processes, and cycles to answer a question.</p> <ul style="list-style-type: none"> • Ask questions about earth materials, processes, and cycles • Use the five senses and simple equipment to gather data • Describe observations • Participate in teacher-led exploration of earth materials, processes, and cycles 	<p>Goal IT – C 2 Child uses understanding of causal relationships to act on social and physical environments</p> <p>Goal IT – C 6 Child learns to use a variety of strategies in solving problems</p>
<p>Standard 4.1 Ecology</p>	

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<p>The Environment 4.1.I.A Show interest the environment.</p> <ul style="list-style-type: none"> • Reach for and move to objects and people • Explore using all senses • Observe basic caretaking of non-toxic plants and safe animals <p>4.1.YT.A Explore the characteristics of living and non-living things.</p> <ul style="list-style-type: none"> • Show interest in and respond to plants, animals and people, and man-made objects in the environment • Explore using all senses • Engage in basic caretaking of non-toxic plants and safe animals <p>4.1.OT.A Identify basic characteristics of some living and non-living things.</p> <ul style="list-style-type: none"> • Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects • Identify the external characteristics of living (e.g. size, shape, color, and texture of leaves or insects) • Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) • Engage in activities to sort by living and non-living 	
<p>Biodiversity 4.1.YT.D Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> • Reference 3.1.YT.A.2 <p>4.1.OT.D Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> • Reference 3.1.OT.A.2 	
<p>Succession 4.1.I.E Observe weather conditions.</p> <p>4.1.YT.E Observe and begin to label weather conditions.</p> <ul style="list-style-type: none"> • Reference 3.3.YT.A.5 <p>4.1.OT.E Describe changes in weather conditions, and discuss how weather affects daily life.</p> <ul style="list-style-type: none"> • <i>Reference 3.3.OT.A.5</i> 	
Standard 4.2 Watersheds and Wetlands	
<p>Watersheds 4.2.OT.A Participate in discussions about water in the environment.</p> <ul style="list-style-type: none"> • Name basic bodies of water (e.g. rivers, lakes, 	

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streams, creeks, puddles) <ul style="list-style-type: none"> Recognize differences in types of water (e.g. moving versus still) 	
Aquatic Ecosystems 4.2.OT.C Discuss different places animals can live <ul style="list-style-type: none"> Match animals to an aquatic (water) or terrestrial (land) habitat Participate in discussions about animals that live in various places Engage in various media (e.g. posters, books, digital media) showcasing different places animals can live 	
Standard 4.4 Agriculture and Society	
Food and Fiber Systems 4.4.YT.A Explore the basic needs of plants and animals. <ul style="list-style-type: none"> Reference 3.1.YT.A.2 4.4.OT.A Recognize that plants and animals have basic needs. <ul style="list-style-type: none"> Reference 3.1.OT.A.2 	
Applying Sciences to Agriculture 4.4. OT.C Notice plants and animals growing and changing. <ul style="list-style-type: none"> Reference 3.1. OT.A.3 	
Technology Influences on Agriculture 4.4.I.D Observe basic gardening tools being used. <ul style="list-style-type: none"> Observe adult engaged in gardening With adult assistance, engage with child-size garden tools Listen to simple discussions about gardening (e.g. on a nature walk) 4.4.YT.D Imitate the use of basic gardening tools. <ul style="list-style-type: none"> Observe and imitate adult engaged in gardening With adult assistance, engage with child-size garden tools Listen to simple discussions about gardening (e.g. on a nature walk) 4.4.OT.D Label basic garden tools. <ul style="list-style-type: none"> Communicate about gardening Use basic, child-size gardening tools Listen to discussions about gardening (e.g. on a nature walk) 	
Standard 4.5 Humans and the Environment	

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Sustainability 4.5.OT.A Communicate about the basic needs of people. <ul style="list-style-type: none"> • Label human needs (e.g. food, water, home, clothing) 	
Integrated Pest Management 4.5.OT.B Communicate about insects and animals that can be harmful. <ul style="list-style-type: none"> • Recognize and avoid unsafe insects and animals within the immediate natural environment • Discuss insects and animals that could be harmful; share personal experiences when relevant 	
Waste Management 4.5.YT.D Use appropriate trash receptacles. <ul style="list-style-type: none"> • Imitate the disposing of waste 4.5.OT.D Communicate about and use appropriate trash receptacles. <ul style="list-style-type: none"> • Participate in discussions about ways people pollute the environment • Participate in discussions about appropriate disposal of waste • Attempt to sort waste into those things that can be recycled and those things that cannot • Practice recycling as part of routine 	
Standard 15.4 Computer and Information Technology	
Influence of Emerging Technologies 15.4.I.A Imitate use of various technologies in play. <ul style="list-style-type: none"> • Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) • Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play 15.4.YT.A Imitate use of various technologies in play. <ul style="list-style-type: none"> • Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) • Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play 15.4.OT.A Communicate about technology in their environment. <ul style="list-style-type: none"> • Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) • Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in their play • Label technology with appropriate vocabulary when 	

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<p>using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet)</p> <ul style="list-style-type: none"> • Discuss personal experiences with technology 	
<p>Emerging Technologies in Careers 15.4.I.M Explore pictures and objects that represent workplace technologies.</p> <ul style="list-style-type: none"> • Explore medical equipment and materials • Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) • Explore transportation vehicles • Explore simple construction tools and vehicles <p>15.4.YT.M Engage with objects that represent workplace technologies.</p> <ul style="list-style-type: none"> • Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) • Explore medical equipment and materials • Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) • Explore simple construction tools and vehicles <p>15.4.OT.M Communicate about workplace technologies and their uses.</p> <ul style="list-style-type: none"> • Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) • Identify the types of tools and materials used in construction • Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes) • Ask and answer questions about workplace technologies and their uses • Match workplace technology to worker 	
Social Studies Thinking: Connecting to Communities	
<p>Standard 5.1 Principles and Documents of Government Rule of Law 5.1. I. A Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> • Reference 16.3.I.B <p>5.1. YT. A Demonstrate basic understanding of rules.</p>	<p>Goal IT – ATL 2 Child manages actions and behavior with support of familiar adults</p>

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<ul style="list-style-type: none"> • Reference 16.3.YT.B 5.1 .OT.A Follow basic rules. <ul style="list-style-type: none"> • Reference 16.3.OT.B 	
5.2 Rights and Responsibilities of Citizenship	
Civic Rights and Responsibilities 5.2.YT.A Demonstrate sense of belonging to a group such as a class or family. <ul style="list-style-type: none"> • Point to pictures of family members • Follow the established daily routine • Demonstrate familiarity with people and settings (e.g. upon arrival walk to their classroom, place belongings in personal space) 5.2.OT.A Communicate a sense of belonging to a group such as a class or family. <ul style="list-style-type: none"> • Talk about family members • Participate in decision making • Identify self in relationship to others in a group (e.g. brother, sister, son, daughter, friend) • Talk about things the family does together • Talk about things the class does together 	Goal IT – SE 13 Child develops sense of belonging through relationships with others
Conflict 5.2.I.B Express emotion relating to a conflict. <ul style="list-style-type: none"> • Reference 16.2.I.D 5.2.YT.B Express emotion relating to a conflict. <ul style="list-style-type: none"> • Reference 16.2.YT. D 5.2.OT.B Communicate about a conflict and seek help to solve. <ul style="list-style-type: none"> • Reference 16.2.OT. D 	Goal IT – SE 3 Child learns to use adults as a resource to meet needs
Government Services 5.3.I.C Explore costumes and props that represent community workers. <ul style="list-style-type: none"> • Play with real or model equipment (e.g. stethoscope, blood pressure cuff, fire hose, play workbench) • Engage in dress up play 5.3.YT.C Engage with costumes and props that represent community workers. <ul style="list-style-type: none"> • Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) 	

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<ul style="list-style-type: none"> • Engage in dress up play 5.3.OT.C Recognize community workers through their uniforms and equipment. <ul style="list-style-type: none"> • Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) • Engage in dress up play • Identify the types of equipment and materials community workers use • Ask and answer questions about community workers and their roles • Match workplace equipment and uniform to worker • Label community workers in their neighborhood 	
Standard 6.1 Scarcity and Choice	
Incentives and Choice 6.1.I.D Demonstrate preference for specific objects and people. <ul style="list-style-type: none"> • Reference 16.3.I.A 6.1.YT.D Make simple choices. <ul style="list-style-type: none"> • Reference 16.3.YT.A 6.1.OT.D Communicate about a choice based on individual interest. <ul style="list-style-type: none"> • Make a choice and explain the reason for the choice 	
Standard 6.3 Functions of Government	
Government’s Role in International Trade 6.3.OT.D Communicate about products produced locally. <ul style="list-style-type: none"> • Talk about products that can be found around their home • Ask and answer questions about items that come from farms, factories, and/or businesses within the community 	
Standard 6.5 Income, Profit and Wealth	
Types of Businesses 6.5.OT.C Communicate about local businesses. <ul style="list-style-type: none"> • Ask and answer questions about local businesses • Act out play scenarios that relate to local businesses (e.g. getting haircut, pet school, farmer’s market) 	
Standard 7.1 Basic Geographic Literacy	
Geographic Tools 7.1.OT.A Use maps in play. <ul style="list-style-type: none"> • Follow a pathway or roadway on a large car mat 	

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<ul style="list-style-type: none"> • Follow a teacher-made map (e.g. locate something in the environment, follow a course) • Ask and answer questions about maps 	
Standard 7.2 Physical Characteristics of Places and Regions	
Physical Characteristics 7.2. OT. A Describe the characteristics of home to gain understanding of physical features. <ul style="list-style-type: none"> • Identify the characteristics of one’s home (e.g. door color, exterior type, type of home) • Describe the locations and uses of important areas within the home • Identify the room in which certain items might be found 	
Standard 8.1 Historical Analysis and Skills Development	
Continuity and Change Over Time 8.1.I.A Anticipate next step of a familiar routine or activity. <ul style="list-style-type: none"> • Reference AL.2.I.B 8.1.YT.A Know the sequence of familiar routines. <ul style="list-style-type: none"> • Reference AL.2.YT.B 8.1.OT.A Identify and complete the sequence of familiar routines and tasks. <ul style="list-style-type: none"> • Reference AL.2.OT.B 	Goal IT – C 5 Child uses memories as a foundation for more complex actions and thoughts
Creative Thinking and Expression: Communicating through the Arts	
Standard 9.1.M Production and Performance: Music and Movement	
Elements and Principles 9.1. M.YT.A Demonstrate an understanding of basic elements of music and movement. <ul style="list-style-type: none"> • Explore rhythm instruments • Participate in teacher guided music and movement activities • Demonstrate understanding of fast, slow, loud and soft 9.1.M.OT.A Know and use basic elements of music and movement. <ul style="list-style-type: none"> • Explore rhythm instruments • Use rhythm instruments as intended • Participate in teacher guided music and movement activities • Demonstrate understanding of fast, slow, loud and 	

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soft	
Demonstration 9.1.M.I.B Respond to music. <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements 9.1.M.YT.B Engage with music. <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to sing a familiar melodic pattern • Attempt to imitate music patterns using available materials 9.1.M.OT.B Respond to and communicate about music. <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Request favorite types of music • Sing songs in recognizable ways • React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to imitate music patterns and dance movements • Participate in group music activities for short periods of time • Indicate likes and dislikes in regard to music 	Goal IT – ATL 9 Child shows imagination in play and interactions with others
Representation 9.1.M.I.E Respond to music and dance. <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements 9.1.M.YT.E Engage with music and dance. <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music 	Goal IT – ATL 8 Child uses creativity to increase understanding and learning

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<ul style="list-style-type: none"> • Turn head to source of music • React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to sing a familiar melodic pattern • Attempt to imitate music patterns using available materials <p>9.1.M.OT.E</p> <p>Respond to and communicate about music and dance.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Request favorite types of music • Sing songs in recognizable ways • React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to imitate music patterns and dance movements • Participate in group music activities for short periods of time • Indicate likes and dislikes in regard to music 	
<p>Technologies</p> <p>9.1.M.I.J</p> <p>Use technologies for producing music.</p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) <p>9.1.M.YT.J</p> <p>Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) • Attempt to imitate music patterns using musical instruments <p>9.1.M.OT.J</p> <p>Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> • Explore musical instruments, including those which are culturally diverse • Use instruments to accompany music • Use instruments as intended 	

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<ul style="list-style-type: none"> • Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) • Attempt to imitate music patterns using musical instruments 	
Standard 9.1.D Production and Performance: Dramatic and Performance Play	
<p>Demonstrations</p> <p>9.1.D.I.B Act out familiar scenarios.</p> <ul style="list-style-type: none"> • Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) <p>9.1.D.YT.B Act out familiar scenarios using objects with intended purpose.</p> <ul style="list-style-type: none"> • Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) • Use object for intended purpose during play <p>9.1.D.OT.B Explore real or make believe scenarios through dramatic play.</p> <ul style="list-style-type: none"> • Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) • Use object for intended purpose during play • Use one object to represent another object during play • Create own dramatic play scenarios • Act out experiences that are new or unknown (e.g. dentist) • Pretend to be a person or animal 	
<p>Representation</p> <p>9.1.D.OT.E Use imagination and creativity to express self through dramatic play.</p> <ul style="list-style-type: none"> • Imitate and repeat voice inflections and facial expressions to entertain others • Use non-conforming objects to create representations of real life objects or activities • Represent fantasy and real-life experiences through pretend play • Imitate roles of people, animals, or objects observed in life experiences • Use props and costumes during dramatic play • Ask others to watch a performance 	
Standard 9.1.V Production and Performance: Visual Arts	
Elements and Principles	

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<p>9.1. V.YT.A. Demonstrate an understanding of basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher guided visual art activities • Demonstrate an understanding of color • Create a picture using different colors • Combine colors • Explore a variety of art materials <p>9.1.V.OT.A Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher guided visual art activities • Communicate about art, demonstrating an understanding of color and shape • Create a picture using different colors • Combine colors • Explore a variety of art materials • Use art materials as intended 	
<p>Demonstration 9.1.V.I.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough) <p>9.1.V.YT.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, chalk, wood, stampers, play dough) • Demonstrate increased control of art technologies <p>9.1.V.OT.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates) • Demonstrate increased control of art technologies • Initiate independent works of art 	
<p>Representation 9.1.M.OT.E Use imagination and creativity to express self through the process of art.</p> <ul style="list-style-type: none"> • Initiate art activities • Participate in teacher-guided visual art activities • Select art materials during free choice 	<p>Goal IT – ATL 9 Child shows imagination in play and interactions with others</p>

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<ul style="list-style-type: none"> • Draw simple pictures to represent something • Attempt to draw self portrait • Create basic shapes • Label own creations 	
<p>Technologies 9.1.V.I.J Use technologies in the process of creating art.</p> <ul style="list-style-type: none"> • Explore a variety of tools and non-toxic art materials, including those which are culturally diverse • Participate in teacher-guided visual art activities • Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V.YT.J Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> • Explore a variety of tools and non-toxic art materials, including those which are culturally diverse • Participate in teacher-guided visual art activities • Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V.OT.J Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> • Explore a variety of tools and non-toxic art materials, including those which are culturally diverse • Participate in teacher-guided visual art activities • Manipulate materials in a variety of ways (e.g. pounding, squeezing, rolling, tearing, poking) • Use art materials and tools as intended 	
Standard 9.3 Critical Response to Works of Art	
<p>Identification 9.3.I.F Explore a variety of art forms.</p> <ul style="list-style-type: none"> • Recognize and point to familiar objects or persons in photos or books • Engage with photographs and paintings • Engage in tactile art experiences • Engage with music • Participate in teacher-guided music and movement activities <p>9.3.YT.F Engage with a variety of art forms.</p> <ul style="list-style-type: none"> • Engage with photographs and paintings • Engage in tactile art experiences • Engage with music • Participate in teacher-guided music and movement activities <p>9.3. OT.F Communicate about a variety of art forms.</p>	<p>Goal IT – ATL 9 Child shows imagination in play and interactions with others</p>

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<ul style="list-style-type: none"> • Describe photographs and paintings • Engage in tactile art experiences • Communicate about the specific tools needed to perform a specific type of art (e.g. “I need crayons”) • Engage with music • Participate in teacher-guided music and movement activities • Communicate likes and dislikes • Answer questions about different art forms 	
<p>Critical Response 9.3.I.G Respond to various art forms.</p> <ul style="list-style-type: none"> • Gaze at or point to a picture, painting or photo • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements • Respond to various art forms. <p>9.3.YT.G Show interest in others’ artistic expressions.</p> <ul style="list-style-type: none"> • Intentionally look at displayed pictures • Watch others dance • Imitate the artistic actions of others (e.g. copy dance moves, choose a similar art tool after observing peer use) <p>9.3.OT.G Comment on characteristics of others’ artistic expressions.</p> <ul style="list-style-type: none"> • Describe pictures • Notice the way others are dancing to music • Comment on the tools peers are using 	
Health and Wellness and Physical Development: Learning About My Body	
Standard 10.1 Concepts of Health	
<p>Interaction of Body Systems 10.1.I.B Locate basic body parts when named by an adult.</p> <ul style="list-style-type: none"> • Point to or move fingers, hands, toes, feet and head when asked <p>10.1.YT.B Locate basic body parts when asked.</p> <ul style="list-style-type: none"> • Point to or move fingers, hands, toes, feet and head when asked • Use fingers and hands during finger plays and songs with motions <p>10.1.OT.B Identify and locate basic body parts.</p> <ul style="list-style-type: none"> • Name basic body parts 	

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<ul style="list-style-type: none"> • Follow basic directions in a movement song (e.g. shake your feet or wiggle your arms) • Point to or move fingers, hands, toes, feet and head when asked • Use fingers and hands during finger plays and songs with motions 	
<p>Nutrition 10.1. OT. C</p> <p>Participate in experiences related to healthy food choices.</p> <ul style="list-style-type: none"> • Explore health food options • Choose between healthy food options • Participate in discussions about food options 	<p>Goal IT – PMP 11 Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices</p>
Standard 10.2 Healthful Living	
<p>Health Practices, Products and Services 10.2.I.A</p> <p>Participate in fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Actively participate with adult in daily hygiene routines • Imitate basic hygiene practices (e.g. wash hands, wipe nose) <p>10.2.YT.A</p> <p>Engage in fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Imitate and practice basic hygiene practices (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) • Recognize basic health care workers <p>10.2.OT.A</p> <p>Discuss fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, toileting) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Practice basic hygiene practices with adult reminders (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) 	<p>Goal IT – PMP 9 Child demonstrates healthy behaviors with increasing independence as part of everyday routines</p>

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<ul style="list-style-type: none"> • Discuss basic hygiene practices • Ask and answer questions about health practices (e.g. “Why do I need a nap?”, explain that we need to eat well, get rest and exercise to stay healthy) • Identify people that help keep us healthy 	
Standard 10.3 Safety and Injury Prevention	
<p>Safe and Unsafe Practices 10.3.I.A Respond to basic safety words. Stop behavior when told “no” or “stop” Look at adult before repeating a behavior</p> <p>10.3.YT.A Cooperate with basic safety practices.</p> <ul style="list-style-type: none"> • Understand one word rules such as “no” or “stop” • Indicate that a behavior should not be done by saying “no, no” • Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) <p>10.3.OT.A Use and communicate about basic safety practices.</p> <ul style="list-style-type: none"> • Respond appropriately when adult identifies an unsafe practice • Understand clearly stated rules • Ask questions about basic safety rules • Indicate that a behavior should not be done • Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) • Seek support when trying something new or meeting new people • Participate in discussions about basic safety rules 	<p>Goal IT – PMP 10 Child uses safe behaviors with support from adults</p>
Standard 10.4 Physical Activity: Gross Motor Coordination	
<p>Control and Coordination 10.4.I.A Develop control of the body.</p> <ul style="list-style-type: none"> • Control head and back • Coordinate movement of arms and legs • Use body to move (e.g. rolling, pulling self to standing position, crawling, creeping) <p>10.4.YT.A Control and coordinate the movement of the body.</p> <ul style="list-style-type: none"> • Walk with increasing coordination • Coordinate movements of arms, legs and neck (e.g. throw a ball, kick a ball) • Climb or crawl in and out of things • Attempt to jump 	<p>Goal IT – PMP 3 Child demonstrates effective and efficient use of large muscles for movement and position</p> <p>Goal IT – PMP 4 Child demonstrates effective and efficient use of large muscles to explore the environment</p>

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<p>10.4.OT.A Combine and coordinate body movement.</p> <ul style="list-style-type: none"> • Coordinate arm and leg movements when engaged in an activity (e.g. throw a ball, kick a ball, use riding toys) • Run with increasing speed and developing coordination • Jump off low step landing on two feet • Throw object at target (e.g. bean bag in basket) • Climb and crawl in and out of things (e.g. navigate short ladder on play equipment) 	
<p>Balance and Strength 10.4.I.B Exhibit strength and balance in stationary body movements.</p> <ul style="list-style-type: none"> • Pull self to sitting position • Hold self in sitting position • Sit and reach for objects without falling • Pull self to standing position • Stand with support <p>10.4.YT.B Exhibit balance and strength when moving from place to place.</p> <ul style="list-style-type: none"> • Squats to pick up toys • Stands on tip toes to reach for something • Carry objects from one place to another • Gets in and out of chair • Walk with one foot in front of the other • Use steps (non-alternating feet) with support • Attempt to jump <p>10.4.OT.B Demonstrate balance and strength when performing gross motor activities.</p> <ul style="list-style-type: none"> • Side steps across beam • Jump off low step using two feet • Jumps over small objects • Use steps (non-alternating feet) with support • Kick a ball • Carry objects from one place to another 	<p>Goal IT – PMP 5 Child uses sensory information and body awareness to understand how their body relates to the environment</p>
<p>Standard 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development</p>	
<p>Strength Coordination and Muscle 10.5.I.A Use fingers and hands to accomplish actions.</p> <ul style="list-style-type: none"> • Hold objects in hand • Use pincer grasp to pick up objects (e.g. cereal, banana slices or small objects) 	<p>Goal IT – PMP 6 Child coordinates hand and eye movements to perform actions</p> <p>Goal IT – PMP 7 Child uses hands for exploration, play,</p>

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<ul style="list-style-type: none"> • Transfer objects from hand to hand • Imitate motions of basic finger plays <p>10.5.YT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p> <ul style="list-style-type: none"> • Manipulate a variety of objects • Pick up more than one object in the same hand • Transfer objects from one hand to another • Twist wrists to turn hands • Imitate motions of basic finger plays • Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair) <p>10.5.OT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p> <ul style="list-style-type: none"> • Manipulate a variety of objects • Pick up more than one object in the same hand • Transfer objects from one hand to another • Twist wrists to turn hands • Imitate motions of basic finger plays • Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair, string larger beads) • Practice manual self-help skills (e.g. snapping, Velcro) 	<p>and daily routines</p>
<p>Eye/Hand Coordination 10.5.I.B Use eye and hand coordination to perform a task.</p> <ul style="list-style-type: none"> • Pick up object and place in range of vision • Pick up and manipulate objects • Attempt to turn pages of a board book using thumb and fingertips • Point to objects <p>10.5.YT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> • Pick up object and place in range of vision • Pick up and manipulate objects • Attempt to turn pages of a book using thumb and fingertips • Stack toys and blocks • Place objects in containers • Use nesting toys and place on inside another • Point to objects • Manipulate pieces of age-appropriate puzzles <p>10.5.OT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> • Pick up and manipulate objects 	<p>Goal IT – PMP 6 Child coordinates hand and eye movements to perform actions</p> <p>Goal IT – PMP 7 Child uses hands for exploration, play, and daily routines</p>

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<ul style="list-style-type: none"> • Stack toys and blocks • Place objects in containers • Use nesting toys and place on inside another • Point to objects • Manipulate pieces of a puzzle • Hold book with one hand while turning pages with the other 	
<p>Use of Tools 10.5.IC Manipulate basic tools.</p> <ul style="list-style-type: none"> • Attempt to use feeding utensils • Hold basic art implements and make marks on paper <p>10.5.YT.C Use basic tools.</p> <ul style="list-style-type: none"> • Use spoon and fork for eating • Use writing or drawing tools with limited coordination • Use cups to practice pouring <p>10.5.OT.C Use basic tools demonstrating refined skill.</p> <ul style="list-style-type: none"> • Use writing or drawing tools to make recognizable shapes, lines or dots • Use spoon and fork for eating • Use cups to practice pouring • Use safety scissors to make simple snips or cuts • Use child-sized household or classroom tools (e.g. broom, plastic hammer, sponge, cloth) • Use basic tools to manipulate play dough 	<p>Goal IT – PMP 8 Child adjusts reach and grasp to use tools</p>
Social and Emotional Development	
Standard 16.1 Self-Awareness and Self-Regulation	
<p>Regulates Emotions and Behaviors 16.1.IA Demonstrate an emotional response to the environment.</p> <ul style="list-style-type: none"> • Use facial expressions to indicate emotions • Express feelings (e.g. crying, smiling, laughing, cooing) • Self soothe • Show pleasure in familiar surroundings • Withdrawal when over-stimulated <p>16.1.YT.A Demonstrate an emotional response in reaction to an experience.</p> <ul style="list-style-type: none"> • Show joy, pleasure or excitement when new things are learned • Demonstrate a beginning sense of humor • Use body to demonstrate emotions 	<p>Goal IT – ATL 1 Child manages feeling and emotions with support of familiar adults</p> <p>Goal IT – ATL 2 Child manages actions and behavior with support of familiar adults</p> <p>Goal IT – SE 6 Child learns to express a range of emotions</p> <p>Goal IT – SE 9 Child manages emotions with the support of familiar adults</p>

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<ul style="list-style-type: none"> • Imitate other’s emotional reactions • Manage emotions with adult support • Display intense emotions (e.g. temper tantrums, stranger anxiety) <p>16.1.OT.A</p> <p>Make connections between emotions and behavior.</p> <ul style="list-style-type: none"> • Demonstrate an emotional response in reaction to an experience. • Label basic emotions (e.g. happy, sad, mad, scared) • Use pretend play as a way to practice feelings • Answer questions that connect behavior to emotion • State how actions connect to emotions (e.g. “I pound play dough, I’m mad”, “I love you, hug!”) 	
<p>Influences of Personal Traits</p> <p>16.1. I. B</p> <p>Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult, peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book <p>16.1.YT.B</p> <p>Demonstrate preference for specific objects or activities.</p> <ul style="list-style-type: none"> • Make simple choices • Ask for activity to be repeated • Engage in the same activity over and over • Demonstrate resistance when asked to end an activity they are engaged in <p>16.1.OT.B</p> <p>Communicate preference for people, objects, and activities.</p> <ul style="list-style-type: none"> • Convey ownership of objects and people (e.g. say “that’s mine”, “that’s my mommy”) • Request preferred activity • Show preference for familiar adults • Communicate resistance when asked to end an activity they are engaged in • Engage in the same activity over and over • Communicate choice 	<p>Goal IT – ATL 6</p> <p>Child demonstrates emerging initiative in interactions, experiences, and explorations</p>
<p>Resiliency</p> <p>16.1.IC</p> <p>Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> • Show interest in new experiences (e.g. try new foods) • Reach for and accept new objects with interest • Repeat attempted action for mastery (e.g. standing, 	<p>Goal IT – SE 1</p> <p>Child develops expectations of consistent, positive interactions through secure relationships with familiar adults</p> <p>Goal IT – SE 12</p> <p>Child shows confidence in own abilities</p>

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<p style="text-align: center;">falling, and getting back up)</p> <p>16.1.YT.C Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> • Show pleasure at own actions • Explore environment with interest • Indicate “more” to try something over and over • Repeat challenging tasks or activities many times to achieve mastery • Repeat familiar activity to gain comfort and confidence <p>16.1.OT.C Approach new experiences with confidence.</p> <ul style="list-style-type: none"> • Show confidence and pleasure in the completion of a task or activity • Demonstrate pride in completed accomplishments • Attempt a teacher-suggested alternate solution to accomplish a task 	<p>through relationships with others</p>
<p>Goal Setting 16.1.OT.D Establish goals independently.</p> <ul style="list-style-type: none"> • Make simple choices • Set and discuss goals for play and activities when asked 	<p>Goal IT – C 7 Child uses reasoning and planning ahead to solve problems</p>
<p>Identity Development 16.1.I.E Respond to self in mirror.</p> <ul style="list-style-type: none"> • Move toward mirrors in the environment • Smile when held to a mirror • Coo when looking in mirror • Point to and babble at self in mirror <p>16.1.YT.E Convey ownership of objects and people.</p> <ul style="list-style-type: none"> • Say “mine” • Take object from peer and adult • Collect objects • Display possessiveness or jealousy towards others • Demonstrate resistance when asked to end an activity they are engaged in <p>16.1.OT.E Use language that indicates knowledge of self.</p> <ul style="list-style-type: none"> • Use words that mean self when speaking (e.g. “Me do it”, “I can”) • Tell stories about self • Relate personal experiences to other experiences 	<p>Goal IT – SE 10 Child shows awareness about self and how to connect with others</p> <p>Goal IT – SE 11 Child understands some characteristics of self and others</p>
Standard 16.2 Establishing and Maintaining Relationships	
<p>Relationships: Trust and Attachment 16.2.I.A</p>	<p>Goal IT – SE 1 Child develops expectations of</p>

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<p>Show affection and bond with familiar adults.</p> <ul style="list-style-type: none"> • Respond and attend to adult’s interactions • Accept physical comfort and respond to cuddling • Seek to be near familiar adults • Display recognition of trusted adults <p>16.2.YT.A</p> <p>Use trusted adult as a secure base from which to explore the environment.</p> <ul style="list-style-type: none"> • Watch adults for their response to actions • Use gestures and simple words to express need to trusted adults for comfort • Respond and attend to adult’s interactions • Seek to be near familiar adults • Display apprehension when an unfamiliar adult comes near • Seek attention from trusted adults <p>16.2.OT.A</p> <p>Develop relationships that extend beyond trusted adults.</p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peer and adults • Respond to familiar adult’s questions and directions • Demonstrate appropriate affection for familiar adults and peers • Seek out companionship from another child • Use words denoting friendship • Ask a child to play (e.g. “Do you want to make a block house with me?”) • Play cooperatively with a few peers for a short period of time • Show interest in unfamiliar adults • Demonstrate increasing ability to separate from trusted adults without distress 	<p>consistent, positive interactions through secure relationships with familiar adults</p> <p>Goal IT – SE 2 Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults</p> <p>Goal IT – SE 3 Child learns to use adults as a resource to meet needs</p>
<p>Diversity 16.2. I.B</p> <p>Notice differences in others.</p> <ul style="list-style-type: none"> • React to something unfamiliar (e.g. scent, appearance, dress, voice, touch) • Attempt to touch face or hair of peer • Cry when unfamiliar adult approaches <p>16.2. YT. B</p> <p>Recognize similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) • Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) 	<p>Goal IT – SE 11 Child understands some characteristics of self and others</p>

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<ul style="list-style-type: none"> • Attempt to touch face or hair of peer • Cry when unfamiliar adult approaches <p>16.2. OT.B</p> <p>Communicate about similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Make drawings of people including self portraits • Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) • Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) 	
<p>Communication</p> <p>16.2.I.C</p> <p>Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Reference 1.5.I.A <p>16.2.YT.C</p> <p>Use sounds, gestures and words as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Reference 1.5.YT.A <p>16.2.OT.C</p> <p>Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> • Reference 1.5.OT.A 	<p>Goal IT – LC 2 Child learns from communication and language experiences with others</p> <p>Goal IT – LC 5 Child uses increasingly complex language in conversation with others</p> <p>Goal IT – LC 6 Child initiates non-verbal communication and language to learn and gain information</p>
<p>Managing Interpersonal Conflicts</p> <p>Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> • Cry or use inappropriate action to express frustration <p>16.2. YT. D.</p> <p>Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> • Cry or use inappropriate action to express frustration • Use some language to express emotion (e.g. “no,” “mine”) <p>16.2. OT.D.</p> <p>Communicate about a conflict and seek help to solve.</p> <ul style="list-style-type: none"> • Use language to express emotion and describe needs (e.g. “I want that block,” “Hey, that’s mine”) • With adult support, engage in simple conflict resolution strategies (e.g. turn taking, redirection) • Ask adult to intervene 	<p>Goal IT – SE 3 Child learns to use adults as a resource to meet needs</p>
<p>Support: Asking for Help</p> <p>16.2. I.E</p> <p>Indicate needs through vocalizations and body movements.</p> <ul style="list-style-type: none"> • Cry to express need • Point and move towards desired object • Use basic sign language to indicate need <p>16.2.Y.T. E</p> <p>Communicate needs.</p>	

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<ul style="list-style-type: none"> • Cry to express need • Point and move towards desired object • Use basic language to indicate need (e.g. “mine,” basic signs) • Use gestures to indicate need <p>16.2.O.T. E</p> <p>Ask for help when needed.</p> <ul style="list-style-type: none"> • Attempt tasks independently before asking for help • Recognize when help is needed • Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) • Ask for adult help to solve a problem or to complete a task 	
Standard 16.3 Decision Making and Responsibility	
<p>Decision Making Skills</p> <p>16.3.I.A</p> <p>Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult ,peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book <p>16.3.YT.A</p> <p>Make simple choices.</p> <ul style="list-style-type: none"> • Choose between two options provided by adult • Seek favorite object or activity <p>16.3.OT.A</p> <p>Recognize the consequences of choices.</p> <ul style="list-style-type: none"> • Make simple choices • Discuss consequences of choices • Seek reinforcement for behavior • Test limits set by adults 	<p>Goal IT – C 7</p> <p>Child uses reasoning and planning ahead to solve problems</p>
<p>Understanding Social Norms (Social Identity)</p> <p>16.3.I.B</p> <p>Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> • Smile when acknowledged for positive behavior • Stop behavior when told “no” or “stop” • Look at adult before repeating a behavior <p>16.3.YT.B</p> <p>Demonstrate basic understanding of rules.</p> <ul style="list-style-type: none"> • Understand one word rules such as “no” or “stop” • Indicate that a behavior should not be done by saying “no, no” • Test limits • Follow simple rules with adult guidance <p>16.3.OT.B</p>	

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<p>Follow basic rules.</p> <ul style="list-style-type: none"> • Put toys away at clean-up time • Keep toys in a specific location • Join group for circle time • Test limits • Demonstrate autonomy by saying “no” but will cooperate with teacher guidance • Respond appropriately when adult identifies an unsafe practice 	
<p>Responsible Active Engagement: Empathy 16.3.I.C</p> <p>React to others’ expressions of emotion.</p> <ul style="list-style-type: none"> • Show interest in another child (e.g. touch or pat on back) • Begin to cry or show distress when another child is crying • Smiles and turns head to look at a person when laughing <p>16.3.YT.C</p> <p>Engage in empathy and compassion in some situations.</p> <ul style="list-style-type: none"> • Attempt to soothe another who is distressed • Hand another child an object when he/her notices him/her looking at it • Give hugs <p>16.3.OT.C</p> <p>Demonstrate empathy and compassion for others.</p> <ul style="list-style-type: none"> • Tell or indicate that another child appears to be distressed • Recognize and name others’ feelings • Help a child with a task (e.g. clean up) • Attempt to soothe another who is distressed • Engage in signs of affection (e.g. hand holding, hugs) 	<p>Goal IT – SE 7 Child recognizes and interprets emotions of others with the support of familiar adults</p> <p>Goal IT – SE 8 Child expresses care and concern towards others</p>