

**CROSSWALK: INDIANA EARLY LEARNING STANDARDS AND
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

Indiana Early Learning Standards	Early Learning Matters (ELM) Curriculum: Birth-36 Months www.elmcurriculum.org		
<p>The process for this crosswalk</p> <ol style="list-style-type: none"> 1. Identifying and pairing of Indiana Early Learning domains to ELM Curriculum areas of development. 2. Identifying and pairing of Indiana Early Learning standards to specific examples of ELM Curriculum activity plans, teaching strategies, and/or additional learning supports. Each foundation skill is promoted across multiple blocks of activity plans, however, only one or two examples are provided for ease in readability. 			
	Birth-12 Months	12-24 Months	24-36 Months
English/Language Arts	Communication/Language		
ELA1: Communication Process			
ELA1.1 Demonstrate receptive communication	Participating in a song with hand movements (Block 16)	Talking about pictures of facial expressions (Block 10)	Connecting visual symbols to items, activities, and songs (Block 12)
ELA1.2 Demonstrate expressive communication	Waving hello and goodbye (Block 20)	Talking and acting out a story about monkeys jumping on a bed (Block 8)	Using a puppet to act out a story about five little ducks (Block 16)
ELA1.3 Demonstrate ability to engage in conversations	Participating in responsive interactions during routine activities (Block 13 – Social Emotional)	Talking about pictures in a wordless book (Block 25)	Telling stories with a wordless book and props in a “story bag” (Block 24)
ELA2: Early Reading			
ELA2.1 Demonstrate awareness of the alphabet		Using words for different purposes, including naming items (Block 23)	Connecting a printed word to objects and pictures (Block 22)
ELA2.2 Demonstrate phonological awareness	Talking about sounds made by items shown in book pictures (Block 3)	Noticing different kinds of sounds (Block 14)	Talking about sounds featured in a book and heard in our room (Block 25)

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ELA2.3 Demonstrate awareness and understanding of the concept of print	Finding forest animals hiding in book pictures (Block 2)	During all book sharing activities, ELM encourages pointing to book text while reading a book with toddlers. The intent is to support children’s awareness of (a) print on a book page, (b) print can be spoken, and (c) print is different than pictures.	
		Identifying the sounds of different things in a book (Block 3)	Participating in book sharing focused on how books work (Block 3)
ELA2.4 Demonstrate comprehension	Talking about fun things babies do with families (Block 21)	Talking about pictures of mother and baby animals at bedtime (Block 6)	Connecting book words and pictures to toddlers’ experiences (Block 7)
ELA2: Early Writing	Physical/Health		
ELA3.1 Demonstrate mechanics of writing	Reaching for, grasping, and holding different toys (Block 2)	Making marks with paintbrushes and markers (Block 3)	Making marks and circles with different colors (Block 4)
		Making marks on paper with different types of artistic tools (Block 11)	Drawing on smooth and textured surfaces (Block 13)
ELA 3.2 Demonstrate ability to communicate a story			
Mathematics	Cognitive		
M1: Numeracy			
M1.1 Demonstrate strong sense of counting	Choosing one of two toy possibilities (Block 21)	Picking one toy for each teddy bear (Block 7)	Participating in games that promote the concepts of one and two (Block 21)
M1.2 Demonstrate understanding of written numerals		Talking about and acting out a story about monkeys jumping on a bed (Block 8- Communication/Language)	Talking about and acting out speckled frogs eating delicious bugs (Block 20- Communication/ Language)

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	Birth-12 Months	12-24 Months	24-36 Months
M1.3 Recognition of number relations	Exploring one or two toys (Block 3)	Taking apart objects that connect (concepts of two and more; Block 2)	Making or distributing one item for each hand or toy (Block 7)
M2: Computation and Algebraic Thinking			
M2.1 Exhibit understanding of mathematical structure		Putting buttons into a button box (Block 15)	Carrying balls to and from baskets (Block 6)
M2.2 Demonstrate awareness of patterning	Noticing differences between toys (Block 7)	Putting together and taking apart nesting cups (Block 11)	Exploring novel fit-together blocks of different sizes (Block 20)
M3: Data Analysis			
M3.1 Demonstrate understanding of classifying		Finding toys that are the same and different (Block 12)	Sorting and matching by color and type (Block 4)
M4: Geometry			
M4.1: Understanding of spatial relationships	Watching a caregiver manipulate and hide a toy (Block 20)	Exploring location words (Block 17)	Engaging in movements that emphasize different spatial relationships (Block 13)
M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes		Taking apart and putting together blocks (Block 15)	Putting together different blocks (Block 15)
M5: Measurement			
M5.1 Understand the concept of time	Talking about a child's routines (Block 5- Communication/ Language) Participating in responsive interactions during routine activities (Block 13- Social Emotional)	Talking about bedtime routines described in a book (Block 7- Communication/ Language)	Talking about the story of a very hungry caterpillar (Block 15- Communication/ Language)

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	Birth-12 Months	12-24 Months	24-36 Months
M5.2 Understand measurement through description and comparison	Looking at and manipulating different types of objects, including soft and hard toys (Block 1)	Making our bodies big and small Matching big and small things (Block 4)	Exploring novel fit-together blocks of different sizes (Block 20)
Science	Cognitive		
SC1: Physical Science			
SC1.1 Demonstrate ability to explore objects in the physical world	Exploring how to take apart toys (Block 24)	Watching and making water move (Block 8)	Exploring identical wooden figure toys that can fit together (Block 19)
SC1.2 Demonstrate awareness of the physical properties of objects	Looking at and manipulating different types of objects, including water (Block 2)	Manipulating dry and wet sand (Block 1)	Manipulating water and dry material (Block 9 – Physical/Health)
SC2: Earth and Space Science			
SC2.1 Recognize seasonal and weather-related changes	Participating in a song (about rain) and moving a toy spider (Block 24- Communication/ Language)	Talking about and representing wind and rain (Block 9- Communication/ Language)	Exploring a book about wind (Block 9- Communication/ Language) Creating (rain) sounds and (cloud) images of items featured in a book (Block 10- Communication/ Language)
SC3: Life Science			
SC3.1 Demonstrate awareness of life	Talking about pictures and sounds of farm animals (Block 23- Communication/ Language)	Listening to and making farm animal sounds (Block 2- Communication/ Language)	Listening to and making zoo animal sounds (Block 1- Communication/ Language)
SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants			Building houses for different size toy animals (Block 11)

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SC4: Engineering			
SC4.1 Demonstrate engineering design skills	Taking apart a stacking ring toy (Block 17)	Putting together and taking apart nesting cups (Block 11)	Building houses for different size toy animals (Block 11)
SC5: Scientific Inquiry and Method			
SC5.1 Demonstrate scientific curiosity	Holding and manipulating different toys, including nesting cups (Block 5)	Taking toys apart and putting them back together (Block 10)	Guessing what is hiding in a picture book and a bag (Block 3)
SC6: Computational Thinking			
SC6.1 Demonstrate decomposition of larger tasks into smaller steps	Taking apart a stacking ring toy (Block 17)	Exploring how to throw a ball (Block 10 –Physical/ Health)	Exploring and practicing how to kick a ball (Block 19- Physical/ Health)
SC6.2: Demonstrate algorithmic thinking and debugging			Taking apart and putting together a puzzle (Block 6- Self-Regulation) Putting together a Potato Head toy (Block 23)
Social Studies	Social-Emotional		
SS1: Self			
SS1.1 Demonstrate development of self	Noticing what peers are doing (Block 23)	Participating with others in a shared activity (Block 12)	Talking about how children can be the same and different (Block 9)
SS2: History and Events			
SS2.1 Demonstrate awareness of chronological thinking	Talking about a child’s routines (Block 5- Communication/ Language)	Talking about bedtime routines described in a book (Block 7- Communication/ Language)	Talking about food eaten by a hungry caterpillar and playing with toy food items (Block 15- Communication/ Language)

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	Birth-12 Months	12-24 Months	24-36 Months
SS2.2 Demonstrate awareness of personal historical knowledge	Talking about fun things babies do with families (Block 21- Communication/ Language)	Talking about pictures of mother and baby animals at bedtime (Block 6- Communication/ Language)	Connecting book words and pictures to toddlers' experiences (Block 7- Communication/ Language)
SS2.3 Demonstrate awareness of the foundations of government or authority			Talking about how the main character of a story might feel in response to different events and situations (Block 22)
SS3: Geography			
SS3.1 Demonstrate awareness of the world in spatial terms	Finding forest animals hiding in book pictures (Block 2- Communication/ Language) Practicing early locomotion, including creeping, crawling, or walking (Block 15- Physical/ Health)	Exploring location words (Block 17- Cognitive)	Engaging in movements that emphasize different spatial relationships (Block 13- Cognitive)
SS3.2 Demonstrate awareness of places and regions	Talking about pictures of people in our room (Block 19- Communication/ Language)	Helping with tasks in our room (Block 13)	Caring for items in our room (Block 14)
SS4: Economics			
SS4.1 Demonstrate awareness of economics, spending, and making money	Choosing toys to play with (Block 6- Cognitive)	Exploring spatial relations with shopping carts and small items (Block 13- Cognitive)	Engaging in different types of pretend roles and play (Block 22- Cognitive)
SS5: Citizenship			
SS5.1 Demonstrate awareness of citizenship	Meeting and greeting infants in our room (Block 10)	Talking about our families and friends	Engaging in open-ended play with a caregiver and peers

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		Recognizing peers in our room (Block 10)	focused on telling others what we are doing (Block 4)
		Saying our name and the names of peers in our room (Block 11)	Caring for items in our room (Block 14)
	Birth-12 Months	12-24 Months	24-36 Months
Student Wellbeing	Self-Regulation and Social-Emotional		
SW1: Sense of Self			
SW1.1 Demonstrate self-awareness and confidence	<p>ELM supports the development of self-awareness through various activities and daily routines. For example, teachers are encouraged to use children’s names frequently and talk about what each child is doing (e.g., “Jaden, you’re watching Lisa play with a rattle.”). ELM also encourages teachers to name the body parts that infants are looking at during diapering and feeding.</p> <p>ELM recommends that teachers use frequent encouragement and praise to foster the development of children’s self-confidence. For example, ELM recommends that during challenging tasks, teachers use encouraging language (e.g., “You are working so hard!”) to help the child persist.</p>		
SW1.2 Demonstrate identification and expression of emotions	<p>Engaging in responsive interactions focused on facial expressions (Block 3)</p> <p>Exploring happy and sad feelings using a book (Block 19)</p>	<p>Looking at and making different facial expressions (Block 16)</p> <p>Communicating happy and sad feelings (Block 17)</p>	<p>Naming and describing some common feelings (Block 17)</p> <p>Talking about feelings and reasons for different feelings (Block 24)</p>
SW2: Self-Regulation			
SW2.1 Demonstrate self-control	Practicing how to calm down after a song with actions (Block 2)	Practicing how to calm down after ringing a bell (Block 5)	Watching and practicing a tree pose (yoga) (Block 8)

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SW3: Conflict Resolution			
SW3.1 Demonstrate conflict resolution	Exploring happy and sad feelings described in a book (Block 19)	Talking about ways to calm down when we feel upset (Block 22)	Talking about and using our hands to do good things for ourselves and others (Block 23)
SW4: Building Relationships			
SW4.1 Demonstrate relationship skills	Participating in back and forth play with caregiver (Block 2)	Playing with peers at the water table and with toy telephones (Block 8)	Working cooperatively with others (Block 12)
Approaches to Play & Learning	Self-Regulation		
APL1: Initiative and Exploration			
APL1.1 Demonstrate initiative and self-direction	The ELM Curriculum encourages curiosity and taking initiative in various ways. For example, exploration of different objects is emphasized across multiple activity plans. Children are offered ample opportunities to touch, take apart, and manipulate these objects to understand what they are and how they work, and teachers are encouraged to talk about these objects as children are exploring. Further, all ELM activities are driven by children’s interests, and thus, allow children to take initiative in their own learning.		
APL1.2 Demonstrate interest and curiosity as a learner			
APL2: Flexible Thinking			
APL2.1 Demonstrate development of flexible thinking during play	Watching and manipulating a toy car (Block 13)	Watching and making our body move to music and stop when music stops (Block 18)	Moving and freezing our bodies as music plays and stops (Block 9)
APL3: Attentiveness and Persistence			
APL3.1 Demonstrate development of sustained attention and persistence	Focusing on a moving toy (Block 1) Persisting in removing toys from box (Block 24)	Watching and making a toy move and stop (Block 7) Looking closely to find pictures that are the same (Block 15)	Focusing on body movements to a song (Block 7) Taking apart and putting together a puzzle (Block 15)

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APL4: Social Interactions	Social-Emotional		
APL4.1 Demonstrate development of social interactions during play	Interacting with caregiver while playing with different toys (Block 4) Meeting and greeting infants in our room (Block 10)	Engaging in play with caregiver and taking turns (Block 2) Watching and imitating peer actions while playing with toy vehicles (Block 7)	Imitating actions of staff and peers (Block 6) Engaging in pretend play with peers (Block 3)
Creative Arts	Physical/Health		
CA1: Music			
CA1.1 Demonstrate creative music expression	Exploring how to hold and shake a sound-making toy (Block 4) Interacting with a caregiver while playing with a musical instrument (Block 8- Social-Emotional)	Listening to and saying rhyming words in a nursery rhyme (Block 13- Communication/ Language) Practicing how to calm down after playing a musical instrument (Block 17- Self-Regulation)	Ringling bells to words in songs (Block 7) Moving shakers in different ways to music (Block 17)
CA2: Dance			
CA2.1 Demonstrate creative movement expression CA2.1 Demonstrate creative movement expression	Interacting with a caregiver focused on music and movement (Block 20- Social-Emotional) Practicing how to calm down after moving to music (Block 23- Self-Regulation)	Doing hand actions as part of songs (Block 5) Doing hand and leg actions with music (Block 7)	Coordinating actions with words in a song (Block 1- Self-Regulation) Focusing on body movements that correspond to a song (Block 7- Self-Regulation)

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CA3: Visual Arts			
CA3.1 Demonstrate creative expression through the visual art process or experience	Older infants paint with water (chunky paintbrushes; Block 23, Option 2)	Making marks with paintbrushes and markers (Block 3) Using fingers and paintbrushes to make marks (Block 25)	Making marks and circles with different colors (Block 4) Drawing on smooth and textured surfaces (Block 13)
CA3.2 Demonstrate creative expression through visual art production and presentation		Making marks on paper with different types of artistic tools (Block 11)	Watch and imitate actions of staff and peers with play dough (Block 3- Social-Emotional) Manipulating and creating with play dough (Block 23)
CA3.3 Demonstrate creative expression through art appreciation		A toddler participates in a drawing activity (Block 23) Toddlers draw a picture of self (Block 9, Option 3)	Taking turns and sharing with peers (using a dot marker of a chosen color while creating art Block 2- Social-Emotional) Participating with peers in a shared play activity (Creating a group painting Block 7- Social-Emotional)
CA4: Dramatic Play	Communication/ Language		
CA4.1 Demonstrate creative expression through dramatic play	Watching the actions of a puppet (Block 7- Self-Regulation) Listening to the sounds of farm animal puppets (Block 25)	Watching and doing actions of children and teddy bears in a book (Block 6- Social-Emotional)	Understanding and enacting actions of characters in a book (Block 8)

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		Talking about and acting out a story about monkeys jumping on a bed (Block 8)	Talking about and acting out speckled frogs eating delicious bugs (Block 20)
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Physical Education	Physical/Health		
PHG1: Health and Safety			
PHG1.1 Demonstrate development of healthy practices	<p>ELM Curriculum activities recognize optimal support for physical well-being and health include good nutrition and hygiene, exercise, regular periods of sleep and rest, and regular attention to vision and hearing. Suggestions for supporting good health practices are offered in the User Guide: Birth- 36 Months Areas Promoted by ELM Physical/Health.</p> <ul style="list-style-type: none"> • Say clearly the names of foods offered to toddlers for snack and meals. Point to an item when you say its name. For older toddlers (24–36 months), tell whether a food item you name is a fruit or a vegetable (veggie). Also, invite older toddlers to say the names of foods offered during a snack or meal. • Offer brief, child-friendly explanations to toddlers for regular routines in your room, such as rest time and handwashing. Emphasize how health-related routines help us have strong bodies. • Demonstrate and describe how to use utensils and dishes during mealtimes with toddlers. • Create a simple handwashing song for toddlers. Include key actions, such as wet, rub, scrub, rinse, and dry. (See 12-24 mos. Block 13) • Tell an infant that you think he/she is hungry or full. Example: “I think you are crying because you are hungry. Let’s find some food for you.” 		
PHG1.2 Demonstrate development of safety practices			
PHG1.3 Demonstrate development of nutrition awareness			
PHG2: Senses			
PHG2.1 Demonstrate how the five senses support processing information	Using our senses to explore toys in different ways (Block 15- Cognitive)	Using fingers and paintbrushes to make marks (Block 25)	Manipulating sensory materials (Block 3)
PHG2.2 Demonstrate development of body awareness and physical activity	Practicing how to shift positions: rolling over, crawling, sitting (Block 3)	Carrying a bag of items around the room (Block 12)	Engaging in physical movements that include crossing the midline (Block 21)

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PHG3: Motor Skills			
PHG3.1 Demonstrate development of fine and gross motor coordination	Practicing eye- hand coordination with novel items, including toys with holes (Block 14)	Manipulating stacking toys and pegs in peg boards (Block 21)	Using fine motor skills to practice pincer grasps, manipulate tongs, and cut with scissors (Block 24)
	Practicing early locomotion, including creeping, crawling, or walking (Block 15)	Balancing and moving parts of our body (Block 14)	Practicing how to jump (Block 10)
PHG3.2 Demonstrate development of oral motor skills	Engaging in responsive interactions focused on smiling (Block 1- Social-Emotional)	Listening to and making farm animal sounds (Block 2- Communication/ Language)	Making demonstrated animal sounds (Block 2- Communication/ Language)
PHG4: Personal Care			
PHG4.1 Demonstrate increased independence in personal care routines	Participating in responsive interactions during routine activities (Block 13- Social-Emotional)	Describing and manipulating different types of clothes (Block 9- Cognitive)	Identifying and manipulating different types of clothing (Block 9- Cognitive)