

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

2022 NAEYC Early Learning Program Accreditation Standards and Assessment Items	Early Learning Matters (ELM) Curriculum: Birth–36 Months ( <a href="http://www.elmcurriculum.org">www.elmcurriculum.org</a> )			
	Birth – 12 Months	12 – 24 Months	24 – 36 Months	
<p align="center"><b>Accreditation Assessment Items for Standard 1—Relationships</b></p>				
<p align="center"><b>1.F—Promoting Self-Regulation</b></p>				
1F.1 Educators help children learn emotional regulation skills.	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after a song with actions (Activity Plan Block 2)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Engaging in responsive interactions focused on facial expressions (Activity Plan Block 3)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after participating in a rhyme with hand actions (Activity Plan Block 2)</li> <li>Practicing how to freeze our bodies (Activity Plan Block 9)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about ways to calm down when we feel upset (Activity Plan Block 22)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Breathing slowly and deeply with or without a prop (Activity Plan Block 2)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about ways to calm down when we feel upset (Activity Plan Block 22)</li> <li>Talking about and using our hands to do good things for ourselves and others (Activity Plan Block 23)</li> </ul>	
1F.2 Educators guide and support children to use language to communicate needs.				1F.3 Educators guide and support children to gain control of physical impulses.
<p align="center"><b>Accreditation Assessment Items for Standard 2—Curriculum</b></p> <p align="center"><b>2.A—Essential Characteristics</b></p>				
2A.1 The class’s learning spaces offer learning experiences related to all these cognitive content areas: literacy; mathematics; science; technology; creative expression and the arts; health and safety; social studies.	ELM activity plans promote the development of 14 foundation skills across five broad areas (Communication/Language, Cognitive, Self-Regulation, Social-Emotional, Physical/Health) for children birth to 36 months of age (see p. 4 in the <i>ELM Curriculum User Guide: Birth–36 Months</i> ).			
2A.2 Show or describe two examples of how you change classroom materials or equipment as children’s skill levels change over time.	ELM’s activity plans for children birth to 36 months of age are organized by blocks. One block offers two weeks of activity plans. Within each block are five sets of activity plans, one for each of the five areas (Communication/Language, Cognitive, Self-Regulation, Social-Emotional, Physical/Health) promoted by ELM for infants and toddlers. There are 2–3 options in each activity plan. The options are sequenced by level of challenge and, together, provide flexibility to caregivers in responding to children’s interests and needs. The options within an activity plan differ in one or more of the following ways: motor skills required or supported by the option, type of material used			

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	in the activity option, whether and how peers are involved, complexity of actions or tasks (see pp. 53 – 57 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).			
2A.3 Show or describe one example of how you have changed classroom materials or equipment to accommodate the individual needs of a child in the class.	Each ELM activity plan offers scaffolding tips that can help a caregiver provide extra support or increased challenge in an activity. Each activity plan also offers guidance on how to accommodate different ways a child may respond to an activity (see p. 58 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).			
2A.4 Highlight and label two weeks of lesson plans to show where they include each of these content areas:		<b>Birth – 12 Months Activity Plan Block 21</b>	<b>12 – 24 Months Activity Plan Block 9</b>	<b>24 – 36 Months Activity Plan Block 9</b>
	literacy	Communication/Language - Book reading	Communication/Language - Repeating sound words during book readings	
	mathematics	Communication/Language - Key concept of “more” Cognitive - Choosing one of two toys	Cognitive and Social-Emotional - Key concept of “same” in	Communication/Language and Cognitive - Key concepts of “in” and “out” Self- Regulation - Working on puzzles
	science	Social-Emotional - Farm animal figures and <i>Baby Touch and Feel</i> book	Communication/Language - Book reading on wind and rain	Communication/Language - Book reading on wind Physical/Health - Manipulating water and sand
	technology	Physical/Health - Audio CD	Self-Regulation - Music player	
	creative expression and the arts	Physical/Health - Moving to music	Social-Emotional - Drawing self-portraits	
	health and safety	Self-Regulation and Social-Emotional - Engaging in responsive interactions with caregivers	Cognitive - Book reading and activities on getting dressed	
	social studies	Communication/Language - Communicating about babies and families	Social-Emotional - Book reading of <i>All Kinds of People</i>	
2A.5 Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.	Each ELM activity plan includes suggested Interest Area activities that seek to extend an activity to children’s play experiences.			
2A.6 Show two examples of how your written curriculum or curriculum framework can be modified to reflect the values, beliefs, and experiences of families in your program.	ELM offers three curriculum-based resources to help infant-toddler caregivers develop and maintain reciprocal relationships with families. The resources include family learning activity suggestions: <i>Readiness Starts Early</i> and two tools for communicating child progress with families. The tools include the <i>ELM Snapshot of Child Progress</i> form and examples of observation summaries for a child’s portfolio (see pp. 71-72 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).			

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

2A.7 Show one example of how your written curriculum or curriculum framework can be modified to reflect the languages spoken by families in the program.	N/A	N/A	N/A
2A.8 Show that your written curriculum or curriculum framework shows teachers how they can use child assessment information to individualize learning plans.	<p>ELM activity plans consistently emphasize the importance of caregivers paying attention to a child’s actions in an activity and making adaptations aimed at strengthening an activity’s contribution to the child’s learning and development. The More Scaffolding Tips and What to Look For sections offered in activity plans can help caregivers observe carefully and respond appropriately to provide individualized learning opportunities for all children in their care (see p. 55 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i>).</p> <p>ELM offers guidance for conducting focused observations of a child’s progress in acquiring foundation skills in a set of documents that also provides suggestions for individualized follow-up plans and samples of an observation summary for a child’s portfolio. There are eight guides for infants (birth–12 months) and nine guides for toddlers (12–36 months). The title of each guide is <i>Guide for Observing and Individualizing</i>. Each guide lists behaviors to observe that represent dimensions of a foundation skill. Additionally, for each behavior observation opportunities in different settings are suggested such as an ELM activity option, interest area, free play period, care routine, rest time, and mealtimes. Lastly, each guide suggests ways to reinforce an emerging skill and ways to reintroduce activities that support development of the target skill (see pp. 67-71 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i>).</p>		
<b>› 2.B—Social and Emotional Development</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
2B.1 Children have chances to recognize and name other people’s feelings.	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>• Engaging in responsive interactions focused on smiling (Activity Plan Block 1)</li> <li>• Engaging in responsive interactions focused on facial expressions (Activity Plan Block 3)</li> <li>• Exploring happy and sad feelings described in a book (Activity Plan Block 19)</li> </ul> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>• Watching and making facial expressions (Activity Plan Block 4)</li> <li>• Focusing on novel sounds and facial expressions made by a</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Talking about pictures of facial expressions (Activity Plan Block 10)</li> <li>• Talking about and doing actions that show we are happy (Activity Plan Block 18)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>• Talking about happy and sad situations (Activity Plan Blocks 14 and 21)</li> <li>• Looking at, talking about, and making different facial expressions (Activity Plan Blocks 16, 18 and 19)</li> <li>• Communicating and singing about happy and sad feelings (Activity Plan Blocks 17 and 23)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>• Talking about and making different facial expressions (Activity Plan Block 16)</li> <li>• Naming and describing some common feelings (Activity Plan Block 17)</li> <li>• Talking and singing about different feelings (Activity Plan Block 18)</li> <li>• Talking about feelings experienced by a little fox (Activity Plan Block 19)</li> <li>• Talking about feeling up and feeling down (Activity Plan Block 20)</li> </ul>
2B.2 For <b>infants</b> , educators show and name their own feelings and the feelings of other children.			

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<p>caregiver (Activity Plan Block 10)</p> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about pictures of baby faces (Activity Plan Block 7)</li> <li>Talking about different facial expressions (Activity Plan Block 10)</li> </ul>		
2B.3 Children have chances to learn how to resolve conflicts in constructive ways.	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Exploring happy and sad feelings described in a book (Activity Plan Block 19)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about ways to calm down when we feel upset (Activity Plan Block 22)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about and practicing ways to calm down when we feel upset (Activity Plan Block 21)</li> </ul>
2B.4 Children have chances to understand that other people may have different thoughts and opinions than theirs.	<ul style="list-style-type: none"> <li>Noticing what peers are doing (Activity Plan Block 23)</li> <li>Noticing a peer’s actions while playing alongside each other (Activity Plan Block 24)</li> <li>Noticing how peers are playing with toys (Activity Plan Block 25)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about happy and sad situations (Activity Plan Block 14)</li> <li>Talking about a child’s feelings in different situations (Activity Plan Block 21)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about how the main character of a story might feel in response to different events and situations (Activity Plan Block 22)</li> <li>Talking about different feelings and reasons for different feelings (Activity Plan Block 24)</li> </ul>
2B.5 Children have chances to learn that other people may have different feelings than they do.			<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about how the main character of a story might feel in response to different events and situations (Activity Plan Block 22)</li> <li>Talking about different feelings and reasons for different feelings (Activity Plan Block 24)</li> </ul>
<b>&gt; 2.C—Physical Development</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
2C.1 Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Playing peekaboo game with a caregiver (Activity Plan Block 8)</li> </ul> <p>Physical/Health</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to freeze our bodies (Activity Plan Block 9)</li> </ul> <p>Physical/Health</p>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Practicing different movements and stopping upon request (Activity Plan Block 5)</li> </ul> <p>Self-Regulation</p>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<ul style="list-style-type: none"> <li>Reaching for and rolling a ball (Activity Plan Block 22)</li> </ul>	<ul style="list-style-type: none"> <li>Balancing and moving/touching parts of our body (Activity Plan Block 14)</li> </ul>	<ul style="list-style-type: none"> <li>Moving and freezing our bodies as music plays and stops (Activity Plan Block 9)</li> <li>Clapping and freezing our arms and hands in response to an orange circle (Activity Plan Block 19)</li> </ul>
<b>› 2.D—Language Development</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
2D.1 Children have discussions with each other or with educators to solve problems related to the physical world.	In the ELM Birth–36 Months Curriculum, problem-solving is a skill promoted in the Cognitive area of development. Activity plans include staff having discussions with children about solving problems such as making choices, moving around barriers, and connecting or disconnecting toys (see p. 19 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).		
	Cognitive <ul style="list-style-type: none"> <li>Choosing toys to play with (Activity Plan Block 6)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Taking toys apart and putting them back together (Activity Plan Block 10)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Exploring different spatial concepts (Activity Plan Block 17)</li> </ul>
2D.2 Educators use words that children may not understand and provide explanations or examples of these words.	ELM encourages staff to emphasize key concepts in activity plans. The intent is to highlight where and how an activity attempts to support a young child’s beginning awareness of a concept. ELM’s activity plans for infants and toddlers do not include vocabulary definitions, although several activity options suggest ways to describe a word or concept that is central to an activity (see p. 54 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).		
2D.3 Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.		Social-Emotional <ul style="list-style-type: none"> <li>Talking about a child’s feelings in different situations (Activity Plan Block 21)</li> <li>Talking about ways to calm down when we feel upset (Activity Plan Block 22)</li> <li>Engaging in play with a caregiver and with peers focused on sharing (Activity Plan Block 24)</li> </ul>	Social-Emotional <ul style="list-style-type: none"> <li>Talking about and practicing ways to calm down when we feel upset (Activity Plan Block 21)</li> <li>Talking about and using our hands to do good things for ourselves and others (Activity Plan Block 23)</li> </ul>
2D.4 Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.		Cognitive <ul style="list-style-type: none"> <li>Playing and building with blocks (Activity Plan Block 5)</li> </ul> Social-Emotional <ul style="list-style-type: none"> <li>Playing together with blocks (Activity Plan Block 5)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Building pretend roads with blocks (Activity Plan Block 1)</li> <li>Building pretend houses and boats with blocks (Activity Plan Block 5)</li> </ul>
2D.5 Show or describe how you incorporate family language preferences into the curriculum.	N/A	N/A	N/A

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

2D.6 Show or describe how your curriculum related to language acquisition considers community perspectives.	Book sharing is used extensively in the ELM Curriculum to promote young children’s communication and language skills. A range of book topics is offered, including bedtime routines, babies’ faces, young children and their parents, farm animals, and parts of our bodies. Activity plans consistently encourage caregivers to connect book information to familiar items and experiences in children’s classrooms and home environments. ELM encourages staff to include books that represent children’s interests and racial/ethnic backgrounds (see pp. 13-14 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).				
<b>› 2.E—Early Literacy</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>		
2E.1 Educators play individually with infants, toddlers, and twos by singing songs.	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after a song with actions (Activity Plan Block 2)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Participating in a song with hand movements (Activity Plan Block 16, Option 1)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after participating in a rhyme with hand actions (Activity Plan Block 2)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Remembering words in a song and rhyme (Activity Plan Block 14, Option 1)</li> </ul>		
2E.2 Educators help children connect print to spoken word.	ELM activity plans offer options for looking at a book’s pictures and text that a caregiver describes in his/her words while pointing (see p. 13 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).	<p>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 (see p. 14 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i>).</p> <table border="1" data-bbox="1303 836 2486 1040"> <tr> <td data-bbox="1303 836 1905 1040"> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Using words for different purposes, including naming items (Activity Plan Block 23)</li> </ul> </td> <td data-bbox="1916 836 2486 1040"> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Connecting book words and pictures to toddlers’ experiences (Activity Plan Block 7)</li> <li>Connecting a printed word to objects and pictures (Activity Plan Block 22)</li> </ul> </td> </tr> </table>		<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Using words for different purposes, including naming items (Activity Plan Block 23)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Connecting book words and pictures to toddlers’ experiences (Activity Plan Block 7)</li> <li>Connecting a printed word to objects and pictures (Activity Plan Block 22)</li> </ul>
<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Using words for different purposes, including naming items (Activity Plan Block 23)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Connecting book words and pictures to toddlers’ experiences (Activity Plan Block 7)</li> <li>Connecting a printed word to objects and pictures (Activity Plan Block 22)</li> </ul>				
2E.3 Some of the books available to children relate to current learning topics, themes, or activities.	Book sharing is used extensively in the ELM Curriculum to promote young children’s communication and language skills. Different types of books are used across all infant-toddler age groups, including wordless (picture) books, books with textured pages, and rhyming books. A range of book topics is offered, including bedtime routines, babies’ faces, young children and their parents, farm animals, and parts of our bodies. Activity plans consistently encourage caregivers to connect book information to familiar items and experiences in children’s classroom and home environments (see pp. 13-14 in the <i>ELM Curriculum User Guide: Birth- 36 Months</i> ).				
2E.5 Educators help children write the words and messages they are trying to communicate.	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Practicing how to hold and release an object (Activity Plan Block 8)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Making marks on paper with different types of artistic tools (Activity Plan Block 11)</li> <li>Using fingers and paintbrushes to make marks (Activity Plan Block 25)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Making marks and circles with different colors (Activity Plan Block 4)</li> <li>Drawing on smooth and textured surfaces (Activity Plan Block 13)</li> </ul>		

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<ul style="list-style-type: none"> <li>Coordinating the use of hands, finger and thumb (Activity Plan Block 16)</li> </ul>		
2E.6 Printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	ELM includes printable materials such as display pictures, posters, and picture cards to be used within activity plans.		
2E.9 Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Participating in a song with hand movements (Activity Plan Block 16)</li> <li>Participating in a song and moving a toy spider (Activity Plan Block 24)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Doing hand actions as part of songs (Activity Plan Block 5)</li> </ul> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after participating in a song with actions (Activity Plan Block 14)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Coordinating actions with words in a song (Activity Plan Block 1)</li> </ul> <p>Physical/Health</p> <ul style="list-style-type: none"> <li>Practicing hand movements to a song (Activity Plan Block 11)</li> </ul>
2E.10 Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play.	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Doing hand motions with rhymes (Activity Plan Block 18)</li> </ul> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Focusing on a rhyme and finger actions (Activity Plan Block 22)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after participating in a rhyme with hand actions (Activity Plan Block 8)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Listening to and saying rhyming words in a nursery rhyme (Activity Plan Block 13)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Remembering words in a song and rhyme (Activity Plan Block 14)</li> <li>Talking about and acting out speckled frogs eating delicious bugs (Activity Plan Block 20)</li> </ul>
2E.11 Show two examples of interactive, routine games you share with <b>infants</b> during teacher-child one-on-one play.	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after a song with actions (Activity Plan Block 2)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Playing peekaboo with a caregiver (Activity Plan Block 8)</li> </ul>		
2E.12 Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.	<p><b>Picture books:</b></p> <ul style="list-style-type: none"> <li><i>I Hear</i> by Helen Oxenbury</li> <li><i>Peekaboo Morning</i> by Rachel Isadora</li> </ul> <p><b>Wordless books:</b></p> <ul style="list-style-type: none"> <li><i>Black on White</i> by Tana Hoban</li> </ul>	<p><b>Picture books:</b></p> <ul style="list-style-type: none"> <li><i>Big Red Barn</i> by Margaret Wise Brown</li> <li><i>The Very Hungry Caterpillar</i> by Eric Carle</li> </ul> <p><b>Wordless books:</b></p> <ul style="list-style-type: none"> <li><i>A Ball for Daisy</i> by Christopher Raschke</li> <li><i>Good Dog Carl</i> by Alexandra Day</li> </ul> <p><b>Rhyming books:</b></p>	<p><b>Picture books:</b></p> <ul style="list-style-type: none"> <li><i>Big Red Barn</i> by Margaret Wise Brown</li> <li><i>Are You My Mother?</i> By P.D. Eastman</li> </ul> <p><b>Wordless books:</b></p> <ul style="list-style-type: none"> <li><i>Goodnight, Gorilla</i> by Peggy Rathmann</li> <li><i>Good Dog Carl</i> by Alexandra Day</li> </ul> <p><b>Rhyming books:</b></p>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<ul style="list-style-type: none"> <li>• <i>Have You Seen My Duckling?</i> by Nancy Tafur</li> </ul> <p><b>Rhyming books:</b></p> <ul style="list-style-type: none"> <li>• <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle</li> <li>• <i>Sign and Sing Along: Teddy Bear, Teddy Bear!</i> by Annie Kubler</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Polar Bear, Polar Bear, What Do You Hear?</i> by Bill Martin Jr. and Eric Carle</li> <li>• <i>Twinkle, Twinkle, Little Star</i> by Caroline Jayne Church</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Polar Bear, Polar Bear, What Do You Hear?</i> by Bill Martin Jr. and Eric Carle</li> <li>• <i>Five Little Monkeys Jumping on the Bed</i> by Eileen Christelow</li> </ul>
2E.13 Show two examples of songs or games involving sequences of gestures you share with <b>toddlers or twos</b> during teacher-child one-on-one play.		<p>Physical/Health</p> <ul style="list-style-type: none"> <li>• Engaging in a finger play (Activity Plan Block 1)</li> </ul> <p>Cognitive</p> <ul style="list-style-type: none"> <li>• Exploring what another person or animal in a peekaboo book sees (Activity Plan Block 3)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>• Focusing on body movements that correspond to a song (Activity Plan Block 7)</li> <li>• Moving and freezing our bodies as music plays and stops (Activity Plan Block 9)</li> </ul>
2E.14 Show or describe two examples of ways you help <b>toddlers or twos</b> understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.		<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Talking about bedtime routines described in a book (Activity Plan Block 7)</li> <li>• Talking about and representing wind and rain (Activity Plan Block 9)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>• Matching animal picture cards (Activity Plan Block 4)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Connecting book words and pictures to toddlers' experiences (Activity Plan Block 7)</li> </ul>
2E.15 Show or describe two examples of ways you help children connect print to spoken word.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Talking about sounds made by items shown in book pictures (Activity Plan Block 3)</li> <li>• Talking about saying goodnight (Activity Plan Block 12)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Listening to and making zoo animal sounds (Activity Plan Block 1)</li> <li>• Listening to and making farm animal sounds (Activity Plan Block 2)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Using book words and pictures to learn about colors (Activity Plan Block 5)</li> <li>• Connecting a printed word to objects and pictures (Activity Plan Block 22)</li> </ul>
2E.16 Show or describe how children have chances to retell or reenact events in storybooks.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Talking about a child's routines (Activity Plan Block 5)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Talking about and acting out a story about monkeys jumping on a bed (Activity Plan Block 8)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>• Understanding and enacting actions of characters in a book (Activity Plan Block 8)</li> </ul>



**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<ul style="list-style-type: none"> <li>Talking about different things babies do (Activity Plan Block 14)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about and representing wind and rain (Activity Plan Block 9)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about and acting out speckled frogs eating delicious bugs (Activity Plan Block 8)</li> </ul>
2E.17 Show two examples of lesson plans that link books to current learning topics, themes, or activities.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Finding forest animals hiding in book pictures (Activity Plan Block 2)</li> <li>Talking about what animals see (Activity Plan Block 4)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about and pointing to our eyes, nose, and toes (Activity Plan Block 11)</li> <li>Talking about and pointing to our head, shoulders, knees, and toes (Activity Plan Block 12)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Listening to and making zoo animal sounds (Activity Plan Block 1)</li> <li>Making demonstrated animal sounds (Activity Plan Block 2)</li> </ul>
<b>› 2.F—Early Mathematics</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
2F.1 Infants, toddlers, and twos have chances to play with toys in a variety of shapes.	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Looking at and manipulating different types of objects (hanging shapes; Activity Plan Block 1)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Putting buttons into a button box (different shapes and colors; Activity Plan Block 15)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Finding items that are the same (collage with shape cutouts; Activity Plan Block 8)</li> </ul>
2F.2 Infants, toddlers, and twos have chances to play with toys in graduated sizes.	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Taking apart a stacking ring toy (Activity Plan Block 17)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Putting together and taking apart nesting cups (Activity Plan Block 11)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Building houses for different size toy animals (Activity Plan Block 11)</li> </ul>
2F.3 Infants, toddlers, and twos have chances to play with toys and objects in a variety of colors.	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Focusing on color differences (Activity Plan Block 18)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Focusing on color in sorting different types of pretend foods (Activity Plan Block 25)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Putting together snap beads/star builders of different colors (Activity Plan Block 10)</li> </ul> <p>Physical/Health</p> <ul style="list-style-type: none"> <li>Making marks and circles with different colors (Activity Plan Block 4)</li> </ul>
2F.4 Infants, toddlers, and twos have chances to play with a variety of visually patterned toys and other objects.	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Looking at and manipulating high contrast toys (Activity Plan Block 10)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Naming familiar objects in <i>Baby Touch and Feel</i> books (Activity Plan Block 16)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Focusing on characteristics of picture cards (Activity Plan Block 23)</li> </ul>
2F.5 Children have chances to see and learn about number concepts.	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Choosing one of two toy possibilities (Activity Plan Block 21)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Picking one toy for each teddy bear (Activity Plan Block 7)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Participating in games that promote the concepts of one and two (Activity Plan Block 21)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

2F.6 There are toys and other objects in the learning environment that children can categorize by shape, size, and color.	Cognitive <ul style="list-style-type: none"> <li>Holding and manipulating different toys, including nesting cups (Activity Plan Block 5)</li> <li>Playing with toys of different sizes (Activity Plan Block 22)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Finding toys that are the same and different (Activity Plan Block 12)</li> </ul> Physical/Health <ul style="list-style-type: none"> <li>Putting buttons in a button box (Activity Plan Block 15)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Sorting and matching by color and type (Activity Plan Block 4)</li> <li>Finding items that are the same (Activity Plan Block 8)</li> <li>Putting together toy bears that are the same and different by color and size (Activity Plan Block 18)</li> </ul>
2F.7 There are toys and other objects in the learning environment that allow children to name and recognize two- and three-dimensional shapes.	Cognitive <ul style="list-style-type: none"> <li>Looking at and manipulating cylinder-shaped toys (Activity Plan Block 1)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Taking apart and putting together blocks (Activity Plan Block 15)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Putting together different blocks (Activity Plan Blocks 10 and 15)</li> </ul>
2F.12 Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).	<b>Shapes:</b> shape mobile; shape sorter <b>Sizes:</b> stacking rings; nesting cups <b>Colors:</b> snap-lock beads, colorful mat <b>Visual patterns:</b> texture balls; high contrast picture cards	<b>Shapes:</b> shape pegs; blocks <b>Sizes:</b> nesting cups; soft balls <b>Colors:</b> star builders; snap beads <b>Visual patterns:</b> picture cards; texture books	<b>Shapes:</b> shape sorter; Bristle blocks <b>Sizes:</b> sorting bear counters; mirrors <b>Colors:</b> crayons/markers and play dough <b>Visual patterns:</b> picture cards; texture books
2F.13 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.	Cognitive <ul style="list-style-type: none"> <li>Exploring one or two toys (Activity Plan Block 3)</li> <li>Choosing one of two toy possibilities (Activity Plan Block 21)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Taking apart objects that connect (concepts of two and more; Activity Plan Block 2)</li> <li>Picking one toy for each teddy bear (Activity Plan Block 7)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Making or distributing one item for each hand or toy (Activity Plan Block 7)</li> <li>Participating in games that promote the concepts of one and two (Activity Plan Block 21)</li> </ul>
2F.14 Show two lesson plans in which children learn to understand basic concepts of geometry.	Cognitive <ul style="list-style-type: none"> <li>Noticing differences between toys (Activity Plan Block 7)</li> <li>Playing with toys of different sizes (Activity Plan Block 22)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Making our bodies big and small; Matching big and small things (Activity Plan Block 4)</li> <li>Looking closely to find pictures that are the same (shape puzzle; Activity Plan Block 24)</li> </ul>	Physical/Health <ul style="list-style-type: none"> <li>Making lines and circles in paper (Activity Plan Block 13)</li> <li>Manipulating puzzles with focus on size differences (Activity Plan Block 16)</li> </ul>
2F.19 Show two examples of high contrast visual stimuli that are available to <b>infants</b> in the classroom environment	Communication/Language <ul style="list-style-type: none"> <li>Talking about high contrast pictures in a book - <i>White on Black</i> by Tana Hoban (Activity Plan Block 1)</li> </ul>		
2F.20 <b>Infants</b> have chances (two or more) to look at high contrast visual stimuli.			

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<ul style="list-style-type: none"> <li>Talking about high-contrast pictures of familiar objects - <i>Look, Look!</i> by Peter Linenthal (Activity Plan Block 11)</li> </ul> Cognitive <ul style="list-style-type: none"> <li>Looking at and manipulating high contrast toys (Activity Plan Block 10)</li> </ul>		
<b>› 2.G—Science</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
2G.1 Infants, toddlers, and twos have access to toys and other things they can play with to make things happen.	Cognitive <ul style="list-style-type: none"> <li>Looking at and manipulating cause-and-effect toys (Activity Plan Block 10)</li> <li>Engaging in play with cause-and-effect toys (Activity Plan Block 12)</li> <li>Watching and playing with cause-and-effect toys (Activity Plan Block 25)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Exploring a ball drop toy (Activity Plan Block 24)</li> </ul> Physical Health <ul style="list-style-type: none"> <li>Practicing how to shake and stop shaking a shaker (Activity Plan Block 9)</li> <li>Practicing how to shake and stop shaking bells (Activity Plan Block 19)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Putting together a Potato Head toy (Activity Plan Block 23)</li> </ul> Physical/Health <ul style="list-style-type: none"> <li>Ringling bells to words in songs (Activity Plan Block 7)</li> <li>Moving shakers in different ways to music (Activity Plan Block 17)</li> </ul>
2G.2 Infants, toddlers, and twos have access to toys and other things they can play with and discover how to solve simple problems.	Cognitive <ul style="list-style-type: none"> <li>Taking apart a stacking ring toy (Activity Plan Block 17)</li> <li>Exploring how to take apart toys (Activity Plan Block 24)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Taking apart objects that connect (Activity Plan Block 2)</li> <li>Taking toys apart and putting them back together (Activity Plan Block 10)</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>Pulling apart and putting together play items that connect (Activity Plan Blocks 2 and 10)</li> </ul> Self-Regulation <ul style="list-style-type: none"> <li>Taking apart and putting together a puzzle (Activity Plan Block 15)</li> </ul>
2G.4 Children have chances to do activities that encourage them to think, ask questions, and make predictions about natural and physical phenomena.	Cognitive <ul style="list-style-type: none"> <li>Looking at and manipulating different types of objects, including water (Activity Plan Block 2)</li> </ul> Communication/Language <ul style="list-style-type: none"> <li>Talking about pictures and sounds of farm animals (Activity Plan Block 23)</li> </ul>	Communication/Language <ul style="list-style-type: none"> <li>Identifying the sounds of different things in a book (Activity Plan Block 3)</li> <li>Talking about and representing wind and rain (Activity Plan Block 9)</li> </ul>	Communication/Language <ul style="list-style-type: none"> <li>Exploring a book about wind (Activity Plan Block 9)</li> <li>Creating (rain) sounds and (cloud) images of items featured in a book (Activity Plan Block 10)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

<p>2G.5 Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).</p>	<p><b>Sight:</b> mirrors, water mat <b>Sound:</b> musical toys: rattles, bells, <b>Touch:</b> texture toys: bears, balls; books with texture: <i>Baby Touch and Feel</i> books</p>	<p><b>Sight:</b> sensory bottles, mirrors <b>Sound:</b> musical toys: shaker, bells, rain sticks <b>Touch:</b> play dough, texture books and balls</p>	<p><b>Sight:</b> puzzles, rainbow scarves, mirrors <b>Sound:</b> instruments, bells, shakers <b>Touch:</b> play dough, sensory table and materials: sand, water, shredded paper</p>
<p>2G.6 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.</p>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Looking at and manipulating high contrast and cause-and-effect toys (Activity Plan Block 10)</li> <li>Engaging in play with cause-and-effect toys (Activity Plan Block 12)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Exploring a ball drop toy (Activity Plan Block 24)</li> </ul> <p>Physical Health</p> <ul style="list-style-type: none"> <li>Practicing how to shake and stop shaking a shaker (Activity Plan Block 9)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Putting together a Potato Head toy (Activity Plan Block 23)</li> </ul> <p>Physical/Health</p> <ul style="list-style-type: none"> <li>Ringing bells to words in songs (Activity Plan Block 7)</li> <li>Moving shakers in different ways to music (Activity Plan Block 17)</li> </ul>
<p>2G.7 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.</p>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Holding and manipulating different toys, including nesting cups (Activity Plan Block 5)</li> <li>Figuring out how a toy works (Activity Plan Block 19)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Holding and carrying items to a destination (Activity Plan Block 6)</li> <li>Taking toys apart and putting them back together (Activity Plan Block 10)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Pulling apart and putting together play items that connect (Activity Plan Blocks 2 and 10)</li> </ul> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Taking apart and putting together a puzzle (Activity Plan Block 15)</li> </ul>
<p>2G.8 Show two lesson plans that teach children about the structure and properties of matter.</p>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Looking at and manipulating different types of objects, including water (Activity Plan Block 2)</li> <li>An infant engages in cause-and-effect play with a water mat (Activity Plan Block 12)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Manipulating dry and wet sand (Activity Plan Block 1)</li> <li>Watching and making water move (Activity Plan Block 8)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Manipulating sensory materials (Activity Plan Block 3)</li> <li>Manipulating water and dry material (Activity Plan Block 9)</li> </ul> <p>Cognitive</p> <ul style="list-style-type: none"> <li>Talking about and acting out opposites (Activity Plan Block 24)</li> </ul>
<p>2G.11 Show or describe two ways you teach children to learn and use science related vocabulary.</p>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Noticing differences between toys (soft and hard; Activity Plan Block 7)</li> <li>Feeling and manipulating objects with different textures</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Manipulating dry and wet sand (Activity Plan Block 1)</li> <li>Watching and making water move (Activity Plan Block 8)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Manipulating sensory materials (Activity Plan Block 3)</li> <li>Manipulating water and dry material (Activity Plan Block 9)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	(feel, soft, hard; Activity Plan Block 8)		
› 2.H—Technology	Birth – 12 Months	12 – 24 Months	24 – 36 Months
2H.1 Show two lesson plans in which you use technology to enrich your curriculum.	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Interacting with a caregiver while playing with a musical instrument (Activity Plan Block 8)</li> </ul> <p>Physical/Health</p> <ul style="list-style-type: none"> <li>Moving to music with hands and arms and while being held by a caregiver (audio CD; Activity Plan Block 21)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after playing a musical instrument (Activity Plan Block 17)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Playing with peers with toy telephones (Activity Plan Block 8, Option 3)</li> </ul> <p>Physical/Health</p> <ul style="list-style-type: none"> <li>Doing hand actions as part of songs (music player; Activity Plan Block 5)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Practicing hand movements to a song (musical instruments; Activity Plan Block 11)</li> </ul> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Moving and freezing our bodies as music plays and stops (music player; Activity Plan Block 9)</li> </ul>
› 2.J—Creative Expression Appreciation for the Arts	Birth – 12 Months	12 – 24 Months	24 – 36 Months
2J.1 Children have chances to appreciate culturally diverse visual arts in their learning environment.	ELM encourages infants and toddlers’ appreciation for visual and dramatic arts of different cultures throughout the curriculum utilizing book sharing and music/movement experiences. Books within those experiences incorporate images of children and families of different cultures. Music within those experiences includes songs and languages of different cultures.		
2J.2 Children have chances to appreciate culturally diverse dramatic arts in their learning environment.			
2J.3 Infants, toddlers, and twos have chances to explore and manipulate age-appropriate art materials.	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Older infants paint with water (chunky paintbrushes; Activity Plan Block 23, Option 2)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Making marks with paintbrushes and markers (Activity Plan Block 3)</li> <li>Making marks on paper with different types of artistic tools (Activity Plan Block 11)</li> <li>Using fingers and paintbrushes to make marks (Activity Plan Block 25)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>A toddler participates in a drawing activity (Activity Plan Block 23)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Toddlers draw a picture of self (Activity Plan Block 9, Option 3)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Making marks and circles with different colors (Activity Plan Block 4)</li> <li>Drawing on smooth and textured surfaces (Activity Plan Block 13)</li> <li>Manipulating and creating with play dough (Activity Plan Block 23)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>taking turns with a peer using a dot marker of a chosen color while creating art (Activity Plan Block 2)</li> <li>Watch and imitate actions of staff and peers with play dough (Activity Plan Block 3, Option 1)</li> <li>Creating a group painting (Activity Plan Block 7, Options 2 and 3)</li> </ul>
2J.4 Children have chances to develop and practice art skills.			
2J.5 Children have chances to create both two- and three-dimensional art.			

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

<p>2J.6 Show two lessons plans that help children appreciate visual arts from different cultures.</p>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about pictures of babies from different cultures (Activity Plan Block 9)</li> </ul> <p>Physical/Health</p> <ul style="list-style-type: none"> <li>Moving to music from different cultures (Activity Plan Block 21)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Exploring how children’s activities and actions are the same and different (Activity Plan Block 9)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about and exploring different ways to carry a baby (Activity Plan Block 21)</li> <li>Talking about pictures of children doing different activities (Activity Plan Block 22)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about how children can be the same and different (Activity Plan Block 9)</li> <li>Looking at and describing what children in a book are doing together (Activity Plan Block 10)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about children from different countries singing the same song and saying “hello” in different languages (Activity Plan Block 18)</li> </ul>
<p>2J.7 Show two lessons plans that help children appreciate dramatic arts from different cultures.</p>		<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about and exploring different ways to carry a baby (Activity Plan Block 21)</li> <li>Talking about pictures of children doing different activities (Activity Plan Block 22)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Looking at and describing what children in a book are doing together (Activity Plan Block 10)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about children from different countries singing the same song and saying “hello” in different languages (Activity Plan Block 18)</li> </ul>
<p>2J.8 Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.</p>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Older infants paint with water (chunky paintbrushes; Activity Plan Block 23, Option 2)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Making marks with paintbrushes and markers (Activity Plan Block 3)</li> <li>Making marks on paper with different types of artistic tools (Activity Plan Block 11)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Making marks and circles with different colors (Activity Plan Block 4)</li> <li>Drawing on smooth and textured surfaces (Activity Plan Block 13)</li> </ul>
<p>2J.9 Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.</p>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Noticing features of objects and animals in a book (picture; Activity Plan Block 9)</li> <li>Looking closely at pictures (picture; Activity Plan Block 23)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about pictures in a wordless book (Activity Plan Block 25)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Using book words and pictures to learn about colors (Activity Plan Block 5)</li> </ul>
<p>2J.10 Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.</p>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Exploring how to hold and shake a sound-making toy (Activity Plan Block 4)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Listening to and saying rhyming words in a nursery rhyme (Activity Plan Block 13)</li> </ul> <p>Self-Regulation</p>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Ringling bells to words in songs (Activity Plan Block 7)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Interacting with a caregiver while playing with a musical instrument (Activity Plan Block 8)</li> </ul>	<ul style="list-style-type: none"> <li>Practicing how to calm down after playing a musical instrument (Activity Plan Block 17)</li> </ul>	<ul style="list-style-type: none"> <li>Moving shakers in different ways to music (Activity Plan Block 17)</li> </ul>
2J.11 Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Watching the actions of a puppet (Activity Plan Block 7)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Listening to the sounds of farm animal puppets (Activity Plan Block 25)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Watching and doing actions of children and teddy bears in a book (Activity Plan Block 6)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about and acting out a story about monkeys jumping on a bed (Activity Plan Block 8)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Understanding and enacting actions of characters in a book (Activity Plan Block 8)</li> <li>Talking about and acting out speckled frogs eating delicious bugs (Activity Plan Block 20)</li> </ul>
2J.12 Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Interacting with a caregiver focused on music and movement (Activity Plan Block 20)</li> </ul> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Practicing how to calm down after moving to music (Activity Plan Block 23)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>Doing hand actions as part of songs (Activity Plan Block 5)</li> <li>Doing hand and leg actions with music (Activity Plan Block 7)</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>Coordinating actions with words in a song (Activity Plan Block 1)</li> <li>Focusing on body movements that correspond to a song (Activity Plan Block 7)</li> </ul>
<b>&gt; 2.L —Social Studies</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
2L.1 Children have chances to learn that families have a variety of family structures.		<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about our families and friends (Activity Plan Block 10)</li> <li>Exploring how different family members do different kinds of activities (Activity Plan Block 15)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about how children can be the same and different (Activity Plan Block 9)</li> <li>Looking at and describing what children in a book are doing together (Activity Plan Block 10)</li> </ul>
2L.2 Children have chances to learn specific details about the actual community in which they live.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about pictures of people in our room (Activity Plan Block 19)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Naming children in our room (Activity Plan Block 10)</li> </ul> <p>Social-Emotional</p>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about activities and saying our names (Activity Plan Block 11)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

		<ul style="list-style-type: none"> <li>Recognizing peers in our room (Activity Plan Block 10)</li> <li>Saying our name and the names of peers in our room (Activity Plan Block 11)</li> </ul>	
2L.3 Children have chances to learn about the physical and geographic characteristics of their local environment.	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Caregiver-guided tour of the room (Activity Plan Block 1, Option 1)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Helping with tasks in our room (Activity Plan Block 13)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Caring for items in our room (Activity Plan Block 14)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about sounds featured in a book and heard in our room (Activity Plan Block 25)</li> </ul>
2L.5 Show or describe two ways you help children learn about the diversity of family structure in society.		<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about our families and friends (Activity Plan Block 10)</li> <li>Exploring how different family members do different kinds of activities (Activity Plan Block 15)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about how children can be the same and different (Activity Plan Block 9)</li> <li>Looking at and describing what children in a book are doing together (Activity Plan Block 10)</li> </ul>
2L.7 Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about different things babies do (Activity Plan Block 14)</li> <li>Talking about fun things babies do with families (Activity Plan Block 21)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Exploring how different family members do different kinds of activities (Activity Plan Block 15)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about and exploring different ways to carry a baby (Activity Plan Block 21)</li> <li>Talking about pictures of children doing different activities (Activity Plan Block 22)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Looking at and describing what children in a book are doing together (Activity Plan Block 10)</li> <li>Engaging in pretend play with peers (Activity Plan Block 15)</li> </ul>
2L.8 Show or describe two ways you help children learn specific details about the actual community in which they live.	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about pictures of people in our room (Activity Plan Block 19)</li> <li>Talking about pictures of baby faces (Activity Plan Block 7)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Naming children in our room (Activity Plan Block 10)</li> </ul> <p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Recognizing peers in our room (Activity Plan Block 10)</li> <li>Saying our name and the names of peers in our room (Activity Plan Block 11)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Engaging in open-ended play with a caregiver and peers focused on telling others what we are doing (Activity Plan Block 4)</li> <li>Talking about activities and saying our names (Activity Plan Block 11)</li> </ul>



**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

2L.9 Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Caregiver-guided tour of the room (Activity Plan Block 1, Option 1)</li> <li>Caregivers describe items and activities seen through a window (Activity Plan Block 2, Option 1)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Helping with tasks in our room (Activity Plan Block 13)</li> <li>Talking about and representing wind and rain (Activity Plan Block 9)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Caring for items in our room (Activity Plan Block 14)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about sounds featured in a book and heard in our room (Activity Plan Block 25)</li> </ul>
<b>Accreditation Assessment Items for Standard 3—Teaching</b>			
<b>› 3.A—Designing Enriched Learning Environments</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
3A.4 Show two classroom displays that have been created to help children reflect on and extend their learning.	<p>Many of the ELM Interest Area suggestions within each activity plan encourage displays of books, materials, children’s work used or created during curriculum activities. The displays are recommended to provide opportunities for children to reflect and extend learning experiences.</p>		
	<p>Communication/ Language</p> <ul style="list-style-type: none"> <li>Talking about pictures of people in our room (Activity Plan Block 19)</li> </ul> <p>Cognitive</p> <ul style="list-style-type: none"> <li>Looking closely at pictures (Activity Plan Block 23; Interest Area)</li> </ul>	<p>Communication/Language</p> <ul style="list-style-type: none"> <li>Talking about and representing wind and rain (Activity Plan Block 9)</li> </ul> <p>Social Emotional</p> <ul style="list-style-type: none"> <li>Communicating happy and sad feelings (Activity Plan Block 17; Interest Area)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Talking about how children can be the same and different (Activity Plan Block 9)</li> <li>Talking about activities and saying our names (Activity Plan Block 11)</li> </ul>
<b>› 3.B—Creating Caring Communities for Learning</b>			
3B.1 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.	<p>Activity plans consistently encourage staff to follow infants’ cues and invite toddlers to talk about their ideas, actions, and experiences as they interact and participate in learning experiences.</p>		
	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Engaging in responsive interactions focused on smiling (Activity Plan Block 1)</li> </ul> <p>Self-Regulation</p>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Activity Plan Block 1)</li> </ul> <p>Cognitive</p> <ul style="list-style-type: none"> <li>Pretending a block or box is something else (Activity Plan Block 21)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Engaging in pretend play with peers (Activity Plan Block 15)</li> </ul> <p>Communication/Language</p> <ul style="list-style-type: none"> <li>Telling stories with a wordless book and props in a “story bag” (Activity Plan Block 24)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<ul style="list-style-type: none"> <li>Persisting in reaching for a desired toy (Activity Plan Block 6)</li> </ul>		
<b>› 3.D—Using Time, Grouping, and Routines to Achieve Learning Goals</b>	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
3D.2 Educators allow the right amount of time for children to smoothly transition from one activity to the next.	<p>ELM recommends promoting children’s self-regulation during transitions. The following suggestion is recommended:</p> <ul style="list-style-type: none"> <li>Children benefit from clear signals that indicate an activity is ending soon or is over. Offer both verbal and nonverbal cues when a transition is about to occur (see p. 25 in the <i>ELM Curriculum User Guide: Birth–36 Months</i>).</li> </ul>		
3D.4 Show or describe two examples of how you organize time or space so children can play or work alone.	<p>Several ELM activities are recommended as one-to-one experiences involving a caregiver and child. One-to-one activities are well suited for tailoring learning experiences, especially following a child’s lead, and fostering a strong relationship between caregiver and child (see p. 54 in the <i>ELM Curriculum User Guide: Birth–36 Months</i>). Additionally, ELM Interest Area suggestions also provide children with individual play activities.</p>		
	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Playing independently as a caregiver watches (Activity Plan Block 22)</li> </ul> <p>Self -Regulation</p> <ul style="list-style-type: none"> <li>Persisting in reaching for a desired toy (Activity Plan Block 6)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Activity Plan Block 1)</li> </ul> <p>Physical/Health</p> <ul style="list-style-type: none"> <li>Putting buttons into a button box (Activity Plan Block 15)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Engaging in open ended play (Activity Plan Block 4, Options 1 and 2)</li> </ul> <p>Self -Regulation</p> <ul style="list-style-type: none"> <li>Taking apart and putting together a puzzle (Activity Plan Block 6)</li> </ul>
3D.5 Show two lesson plans that provide children with opportunities to engage in group projects.	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Noticing a peer’s actions while playing alongside each other (Activity Plan Block 24)</li> <li>Noticing how peers are playing with toys (Activity Plan Block 25)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>Playing together with blocks (Activity Plan Block 5)</li> <li>Participating with others in a shared activity (Activity Plan Block 12)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Building pretend roads with blocks (Activity Plan Block 1)</li> <li>Participating with peers in a shared play activity (Activity Plan Block 7)</li> </ul>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

3D.6 Show two lesson plans that provide children with opportunities to learn from one another.	Social-Emotional <ul style="list-style-type: none"> <li>Noticing how others play with a toy car (Activity Plan Block 7)</li> <li>Noticing what peers are doing (Activity Plan Block 23)</li> </ul>	Social-Emotional <ul style="list-style-type: none"> <li>Noticing what others do during play with play dough (Activity Plan Block 3)</li> <li>Watching and imitating peer actions while playing with toy vehicles (Activity Plan Block 7)</li> </ul>	Social-Emotional <ul style="list-style-type: none"> <li>Engaging in open-ended play with a caregiver and peers focused on telling others what we are doing (Activity Plan Block 4)</li> <li>Imitating actions of staff and peers (Activity Plan Block 6)</li> </ul>
3D.9 Show or describe two examples of lesson plans in which infants and toddlers revisit experiences and materials across periods of days or weeks.	ELM’s activity plans for children birth to 36 months of age are organized by blocks. One block offers two weeks of activity plans. ELM encourages revisiting learning experiences over the two-week period as it is appropriate to a child’s needs and interest (see p. 53 in the <i>ELM Curriculum User Guide: Birth–36 Months</i> ).		
› 3.E—Responding to Children’s Interests and Needs	<b>Birth – 12 Months</b>	<b>12 – 24 Months</b>	<b>24 – 36 Months</b>
3E.1 Teachers rearrange the classroom, when necessary, to help children explore new concepts or topics.	ELM learning experiences consist of a well-defined arrangement of practices, materials, and settings that build on children’s current skills and past experiences, and these learning experiences and settings are adapted to meet individual children's needs.		
3E.2 Educators rearrange the classroom, when necessary, so children can continue doing an activity.	Each ELM activity plan has multiple supports including activity options, What to Look For, and More Scaffolding Tips for responding to children’s interest and needs. There are <b>2–3 activity options</b> in each activity plan that are sequenced by level of challenge and, together, provide flexibility to caregivers in responding to children’s interests and needs. The options within an activity plan differ in one or more of the following ways: motor skills required or supported by the option; type of material used in the activity option; whether and how peers are involved; complexity of actions or tasks. Decisions about what activities to offer which child(ren) should be based on a caregiver’s reflections on the abilities and interests of each child in relation to the goals of activity options. The <b>What to Look For</b> section provides guidance on how to maintain a focus on an activity’s goal while supporting the actions and interests of a child(ren). This section describes some different ways a child might participate in an activity and how to adapt to possible differences in participation. The <b>More Scaffolding Tips</b> are additional suggestions on how to ensure an activity is responsive to the abilities and interests of a child(ren). There are two types of tips. Extra support strategies offer additional help, often by focusing on specific parts of an activity. Enrichment tips offer ideas for adding challenge to an activity (see p. 53-59 in the <i>ELM Curriculum User Guide: Birth–36 Months</i> ).		
3E.3 Educators depart from planned activities if children show interest in a different topic or activity.			
3E.6 When an infant shows interest or pleasure in an activity, educators help prolong the activity through encouragement or active involvement.			
3E.7 Educators sometimes customize learning experiences, based on their knowledge of the children’s social relationships.			
3E.8 Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children’s learning.			
3E.9 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children’s learning.	Additionally, ELM provides child observation guidelines focused on foundation skills promoted in ELM. Each <i>Guides for Observing and Individualizing</i> lists behaviors to observe that represent dimensions of a foundation skill. Observation opportunities are suggested for each behavior. Each guide includes suggestions for individualized follow-up plans. There are two types of follow-up learning supports: strategies that reinforce a child’s emerging understanding of the skill and strategies that reintroduce the skill to support development. Based		

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

3E.10 Show or describe one example of how you changed a planned activity or lesson if children showed interest in a different topic or activity.	on staff observations of a child’s skills, customized learning supports based on ELM recommendations can be implemented (see pp.67-71 in the <i>ELM Curriculum User Guide: Birth–36 Months</i> ).		
3E.13 Show or describe one example of how you have customized a learning experience based on your knowledge of a child’s ideas and interests.			
3E.14 Show or describe one example of how you have customized a learning experience, based on your knowledge of a child’s skills.			
3E.15 In infant classes, the schedules, routines, and learning experiences are flexible and follow babies’ needs and interests.	ELM recommends the best daily schedule for using ELM activities with infants (birth–12 months) includes flexible, open-ended periods during which some infants can participate in different one-to-one exchanges with a caregiver while other infants are involved in care routines or exploratory play (see pp.60-61 in <i>ELM Curriculum User Guide: Birth – 36 Months</i> ).		
3E.16 Infant educators recognize and respond to babies’ nonverbal cues	ELM activity plan descriptions provide reminders and examples for staff to positively acknowledge and respond to all vocalizations and nonverbal reactions. Social-Emotional <ul style="list-style-type: none"> <li>• <i>Recognize the infant’s nonverbal communications. Example: “You are batting at the picture of a sheepdog. This dog has soft fur. Would you like to touch the dog’s soft fur?”</i> (Activity Plan Block 21)</li> </ul>		

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

› 3.F—Making Learning Meaningful for All Children	Birth – 12 Months	12 – 24 Months	24 – 36 Months			
3F.1 Educators have conversations with the children about their experiences.	ELM activity plans consistently encourage caregivers to connect activity content to familiar items and experiences in children’s classroom and home environments.					
	Communication/Language <ul style="list-style-type: none"> <li>• <i>Example: “The little boy is smiling. He is playing with his daddy. You play with your daddy! What do you like to play with your daddy?” (Activity Plan Block 5)</i></li> </ul>	Communication/Language <ul style="list-style-type: none"> <li>• <i>Example: “The baby in our book is going to sleep. The mommy is saying ‘shhh’ to the animals because they are making noise. The noise may bother the baby. You have a baby at your house, Tameka. Do people ever say ‘shhh’ when your baby brother is going to sleep?” (Activity Plan Block 14)</i></li> </ul>	Communication/Language <ul style="list-style-type: none"> <li>• <i>Example: “Have you ever walked in a rain puddle? What was it like?” (Activity Plan Block 10)</i></li> </ul>			
3F.2 Show two examples of classroom experiences you have created that involve members of children’s families.	ELM encourages caregivers to consider family interests in decisions about specific skills to observe and that caregiver(s) and family member(s) to communicate in person about children’s progress including observations and follow-up plans (see p. 68 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i> ).					
› 3.G—Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge	Birth – 12 Months	12 – 24 Months	24 – 36 Months			
3G.1 As a child refines skills or gains a new skill, educators fine-tune their teaching support to advance that child’s further learning (scaffolding).	Each activity plan offers scaffolding tips intended to help staff engage in the developmentally appropriate practice of offering challenging and achievable experiences for children. There are two types of scaffolding tips in the more scaffolding tips section of each activity plan. Extra support strategies offer children additional help, often by focusing on specific parts of an activity. Enrichment tips offer ideas for adding challenge to an activity. These tips can be used to modify activities to support children as they refine or gain new skills (see p. 55 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i> ).  Additionally, ELM recommends conducting and reviewing focused child observations for the purposes of determining a follow-up plan that supports continued development of observed skills. Each <i>Guide for Observing and Individualizing</i> suggests ways to reinforce an emerging skill and ways to reintroduce activities that support development of the target skill (see p. 69 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i> ).					
3G.2 As a child refines skills or gains a new skill, educators advance that child’s further learning by making the activity a little more difficult (scaffolding).						
3G.7 Show one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child’s further learning (scaffolding).						
3G.3 Educators use their knowledge of curriculum content to pose problems and ask questions that stimulate the children to think.	Each ELM activity plan for infants and toddlers commonly emphasizes several or more of the following 10 caregiver actions that are consistent with the 10 developmentally appropriate teaching strategies recognized by NAEYC (1. acknowledge, 2. encourage, 3. serve and					

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

3G.4 Educators help children express their ideas about curriculum content and build on the meaning of their experiences.	return, 4. pause, 5. demonstrate, 6. pace, 7. ask questions, 8. give assistance, 9. provide information, 10. request) to encourage responsive interactions and learning experiences (see pp. 5-6 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i> ).		
3G.5 Educators help children identify and use what they already know (prior knowledge).			
3G.11 Educators listen and respond to what infants and toddlers say by providing additional information.			
3G.6 Educators provide learning experiences that extend and challenge children’s current understanding of the world.	There are 2–3 options in each activity plan. The options are sequenced by level of challenge and in many plans are extensions of the previous option. Additionally, each activity plan offers enrichment scaffolding tips for adding challenge to an activity (see p. 55 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i> ).		
3G.8 Show one lesson plan that extends and challenges children’s current understanding of the world.	Each activity plan includes Interest Area suggestions that provide caregivers with the opportunity to extend and challenge children's current knowledge.		
3G.9 Show or describe two examples of how you engage in collaborative inquiry with individual children and/or with small groups of children.	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>• Participating in back-and-forth play with a caregiver (Activity Plan Block 2)</li> <li>• Interacting with a caregiver while playing with nesting cups (Activity Plan Block 17)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>• Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Activity Plan Block 1)</li> <li>• Engaging in play with a caregiver and taking turns (Activity Plan Block 2)</li> </ul>	<p>Social-Emotional</p> <ul style="list-style-type: none"> <li>• Engaging in open-ended play with a caregiver and peers focused on telling others what we are doing (Activity Plan Block 4)</li> <li>• Engaging in open-ended pretend play with a caregiver and peers (Activity Plan Block 5)</li> </ul>
3G.10 Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.	ELM encourages staff to repeat activities that are of interest to a child and, over time, add variations, changes, or small additions that increase the challenge of the activity. Practice with meaningful variations can also support children’s progress toward more advanced and complex skills.		
	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>• Reaching for, grasping, holding, and moving different toys (Activity Plan Block 5)</li> </ul>	<p>Physical/Health</p> <ul style="list-style-type: none"> <li>• Rolling, carrying, and dropping balls (Activity Plan Block 2)</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>• Pulling apart and putting together objects that connect (Activity Plan Block 2)</li> </ul>
<b>Accreditation Assessment Items for Standard 4—Assessment of Child Progress</b>	<b>Birth–36 Months</b>		
<b>&gt; 4.A—Creating an Assessment Plan</b>			

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

<p>› <b>4.B—Using Appropriate Assessment Methods</b> › <b>4.C—Identifying Children’s Interests and Needs and Describing Children’s Progress</b> › <b>4.D—Adapting Curriculum, Individualizing Teaching, and Informing Program Development</b> › <b>4.E—Communicating with Families and Involving Families in the Assessment Process</b></p>	<p>ELM provides adaptation, individualization, and assessment resources for programs serving infants and toddlers including adaptation guidance, and scaffolding tips in each activity plan, observation guides, follow-up learning suggestions, examples of portfolio entries, and progress reporting form.</p>
	<p><b>Activity Plan Options</b> There are 2–3 options in each activity plan. The options are sequenced by level of challenge and, together, provide flexibility to caregivers in responding to children’s interests and needs. The options within an activity plan differ in one or more of the following ways: motor skills required or supported by the option; type of material used in the activity option; whether and how peers are involved; complexity of actions or tasks. Decisions about what activities to offer which child(ren) should be based on a caregiver’s reflections on the abilities and interests of each child in relation to the goals of activity options (see pp. 55-57 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p>
	<p><b>What To Look For</b> Each activity plan offers a What to Look For section that provides guidance on how to maintain a focus on an activity’s goal while supporting the actions and interests of a child(ren). This section describes some different ways a child might participate in an activity and how to adapt to possible differences in participation (see p. 55 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p>
	<p><b>More Scaffolding Tips</b> Each activity plan offers additional suggestions on how to ensure an activity is responsive to the abilities and interests of a child(ren). There are two types of tips. Extra support strategies offer additional help, often by focusing on specific parts of an activity. Enrichment tips offer ideas for adding challenge to an activity (see p. 55 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p>
	<p><b>Guides for Observing and Individualizing</b> ELM offers guidance for conducting focused observations of a child’s progress in acquiring foundation skills. There are eight Guides for Observing and Individualizing for infants (birth–12 months) and nine guides for toddlers (12–36 months) focused on the following skills: Receptive and expressive language, awareness of print and pictures; Awareness of differences in sound; Object inquiry skills; Problem-solving; Self-regulation: self-control, concentration, executive function; Social interaction skills; Awareness of emotions (toddler only); Gross motor development; Fine motor development. Each guide lists behaviors to observe. The behaviors represent dimensions of a foundation skill. Observation opportunities are suggested for each behavior. The opportunities involve different settings, including an ELM activity option, interest area, free play period, care routine, rest time, and mealtimes. Additionally, each guide includes suggestions for individualized follow-up plans. There are two types of follow-up learning supports: strategies that reinforce a child’s emerging understanding of the skill and strategies that reintroduce the skill to support development. Lastly, each guide includes examples of portfolio entries that vary by child skill level. The portfolio examples briefly describe an observation summary and follow-up support plan (see pp. 68-71 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p>
	<p><b>Snapshot of Child’s Progress</b> There are two versions of the ELM Snapshot of Child Progress form: one for infants (birth–12 months) and one for toddlers (12–36 months). The dates of observations and a brief summary of the corresponding follow-up plan are recorded on the child’s form (see pp. 70-71 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p>

**CROSSWALK: NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS**

	<p>Additionally, ELM provides <b>Benchmarks for Focused Observations of a Child’s Progress</b> (see p. 68 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p> <ol style="list-style-type: none"> <li>1. Observations focused on foundation skills are conducted approximately every four weeks for each child. At least one skill in each of the five areas promoted by ELM are observed across the first 5–6 months of a child’s participation in a room. Family and child interests are considered in decisions about specific skills to observe.</li> <li>2. Observation information is used to develop an individualized follow-up plan that provides precise information on specific ways to support a child’s learning and development.</li> <li>3. A child’s follow-up plan is implemented as intended in one-to-one experiences with a caregiver and/or informal gatherings.</li> <li>4. A child’s follow-up plan is phased out, extended, or revised in response to a child’s progress.</li> <li>5. A caregiver(s) and family member(s) communicate in person about observations and follow-up plans.</li> </ol>
<p><b>Accreditation Assessment Items for Standard 7—Families</b></p>	<p><b>Birth–36 Months</b></p>
<p><b>› 7.B—Sharing Information Between Staff and Families</b></p>	
<p>7B.1 Show or describe two examples of how you communicate daily with the families of infants, toddlers, or twos about each child’s developmental milestones, individual activities, and shared caregiving issues.</p>	<p>ELM offers three curriculum-based resources to help infant-toddler caregivers develop and maintain reciprocal relationships with families. The resources include family learning activity suggestions: <i>Readiness Starts Early</i> and two tools for communicating child progress information with families: <i>ELM Snapshot of Child Progress</i>; <i>examples of observation summaries</i> for a child’s portfolio (see pp. 71-72 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p> <p>Additionally, ELM <b>Benchmarks for Focused Observations of a Child’s Progress</b> include communication with families of children. 1) Family and child interests are considered in decisions about specific skills to observe and 5) A caregiver(s) and family member(s) communicate in person about observations and follow-up plans (see p. 68 in the <i>ELM Curriculum User Guide: Birth – 36 Months</i>).</p>