

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Pennsylvania Learning Standards  
for Early Childhood: Infants-Toddlers  
(2014)*

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Approaches to Learning</i></b>	
	<b>AL.1 Constructing and Gathering Knowledge</b>	
	<b>A. Curiosity and Initiative</b>	
	<b>Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.</b>	
<b>Infant:</b>	<b>AL.1.I.A</b> Use the senses as a primary means to explore and learn from the environment.	BB. Observing and classifying
<b>Young Toddler</b>	<b>AL.1.YT.A</b> Show interest in various environmental stimuli.	A. Initiative and planning
<b>Older Toddler:</b>	<b>AL.1.OT.A</b> Explore characteristics of and ask questions about objects people, activities and environments.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
	<b>B. Risk Taking</b>	
	<b>Infants and toddlers will demonstrate increased independence as they explore their environment and engage in new activities.</b>	
<b>Infant:</b>	<b>AL.1.I.B</b> Explore in the comfort of a familiar surrounding or adult.	E. Building relationships with adults
<b>Young Toddler</b>	<b>AL.1.YT.B</b> Explore the environment in close proximity to and in the constant sight of familiar adult.	E. Building relationships with adults
<b>Older Toddler:</b>	<b>AL.1.OT.B</b> Explore the environment independently seeking occasional approval from adults.	E. Building relationships with adults

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Approaches to Learning CONT</i></b>	
	<b>C. Stages of Play</b>	
	<b>Infants and toddlers patterns of play will increase in complexity.</b>	
<b>Infant:</b>	<b>AL.1.I.C</b> Engage in parallel play.	F. Building relationships with other children
<b>Young Toddler</b>	<b>AL.1.YT.C</b> Engage in associative play.	F. Building relationships with other children
<b>Older Toddler:</b>	<b>AL.1.OT.C</b> Engage with others in simple cooperative play.	F. Building relationships with other children
	<b>AL.2 Organizing and Understanding Information</b>	
	<b>A. Engagement and Attention</b>	
	<b>Infants and toddlers engagement and attention to tasks will develop over time.</b>	
<b>Infant:</b>	<b>AL.2.I.A</b> Interact with others, objects or activities for short periods of time.	A. Initiative and planning
<b>Young Toddler</b>	<b>AL.2.I.YT.A</b> Engage with others, focus attention and participate in activities for longer periods of time.	A. Initiative and planning
<b>Older Toddler:</b>	<b>AL.2.OT.A</b> Focus attention and participate in task oriented activities.	A. Initiative and planning

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Approaches to Learning CONT</i></b>	
	<b>B. Task Analysis</b>	
	<b>Infants and toddler will develop an increased ability to understand the steps needed to complete tasks.</b>	
<b>Infant:</b>	<b>AL.2.I.B</b> Anticipate next step of a familiar routine or activity.	G. Community HH. History
<b>Young Toddler</b>	<b>AL.2.YT.B</b> Know the sequence of familiar routines.	G. Community HH. History
<b>Older Toddler:</b>	<b>AL.2.OT.B</b> Identify and complete the sequence of familiar routines and tasks.	G. Community HH. History
	<b>C. Persistence</b>	
	<b>Infants and toddlers will develop an increased capacity to attend to a task even when faced with challenges.</b>	
<b>Infant:</b>	<b>AL.2.I.C</b> Engage with an object in more than one way.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Young Toddler</b>	<b>AL.2.YT.C</b> Attempt to accomplish challenging tasks.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>AL.2.OT.C</b> Attempt to accomplish challenging tasks by employing familiar strategies.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Approaches to Learning CONT</i></b>	
	<b>D. Patterning</b>	
	<b>Infants and toddler will begin to understand simple patterns.</b>	
<b>Infant:</b>	Emerging	
<b>Young Toddler</b>	<b>AL.2.YT.D</b> Recognize simple patterns in the environment.	V. Patterns
<b>Older Toddler:</b>	<b>AL.2.OT.D</b> Recognize and create simple patterns.	V. Patterns
	<b>E. Memory</b>	
	<b>Infants and toddler will demonstrate an increased ability to retain and recall information.</b>	
<b>Infant:</b>	<b>AL.2.I.E</b> Recognize and respond to familiar adults and routines.	E. Building relationships with adults G. Community HH. History
<b>Young Toddler</b>	<b>AL.2.YT.E</b> Recall information from previous experiences.	C. Reflection
<b>Older Toddler:</b>	<b>AL.2.OT.E</b> Retain and recall information from previous experiences.	C. Reflection

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Approaches to Learning CONT</i></b>	
	<b>AL.3 Applying Knowledge</b>	
	<b>A/B. Creativity/Invention</b>	
	<b>Infants and toddler will interact with their environment in increasingly unique and novel ways.</b>	
<b>Infant:</b>	<b>AL.3.I.A/B</b> Respond to music, art and stories.	P. Reading X. Art Y. Music
<b>Young Toddler</b>	<b>AL.3.YT.A/B</b> Express self through simple actions, gestures and words.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>AL.3.OT.A/B</b> Construct music, art and stories as a means of self- expression.	L. Speaking X. Art Y. Music
	<b>C. Representation</b>	
	<b>Infants and toddlers will use a variety of materials to represent their understanding of the environment.</b>	
<b>Infant:</b>	<b>AL.3.I.C</b> Use a variety of materials to create.	X. Art
<b>Young Toddler</b>	<b>AL.3.YT.C</b> Use a variety of materials to represent familiar objects.	X. Art AA. Pretend play
<b>Older Toddler:</b>	<b>AL.3.OT.C</b> Experiment with materials to represent objects.	X. Art AA. Pretend play

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Approaches to Learning CONT</i></b>	
	<b>AL.4 Learning Through Experience</b>	
	<b>A. Making Connections</b>	
	<b>Infants and toddlers will demonstrate an increasing ability to make connections between experiences.</b>	
<b>Infant:</b>	<b>AL.4.I.A</b> Demonstrate comfort in routines, objects and materials that reflect home experiences.	G. Community FF. Knowledge of self and others
<b>Young Toddler</b>	<b>AL.4.YT.A</b> Relay experience from one setting to another.	G. Community FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>AL.4.OT.A</b> Notice similarities and differences between settings.	BB. Observing and classifying FF. Knowledge of self and others
	<b>B. Resiliency – Competence</b>	
	<b>Infants and toddlers will demonstrate competence while attempting activities and tasks.</b>	
<b>Infant:</b>	<b>AL.4.I.B</b> Use comfort of familiar experiences to explore new activities and experiences.	A. Initiative and planning
<b>Young Toddler</b>	<b>AL.4.YT.B</b> Repeat familiar activity to gain comfort and confidence.	A. Initiative and planning
<b>Older Toddler:</b>	<b>AL.4.OT.B</b> Approach new experiences with confidence.	A. Initiative and planning

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Approaches to Learning CONT</i></b>	
	<b>C. Problem Solving</b>	
	<b>Infants and toddlers will increasingly act with intention and persistence in attempt to problem solve.</b>	
<b>Infant:</b>	<b>AL.4.IC</b> Play with a variety of objects to determine similar and different outcomes.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Young Toddler</b>	<b>AL.4.YTC</b> Solve simple problems independently.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>AL.4.OTC</b> Attempt problem solving activities to achieve a positive outcome.	B. Problem solving with materials
	<b><i>Language and Literacy Development</i></b>	
	<b>1.1 Foundational Skills</b>	
	<b>A. Book Handling</b>	
	<b>Infants and toddlers will demonstrate book handling skills.</b>	
<b>Infant:</b>	<b>1.1.I.A</b> Explore books in a variety of ways.	Q. Book enjoyment and knowledge
<b>Young Toddler</b>	<b>1.1 YT.A</b> Demonstrate beginning book handling skills.	Q. Book enjoyment and knowledge
<b>Older Toddler:</b>	<b>1.1 OT.A</b> Demonstrate book handling skills.	Q. Book enjoyment and knowledge



**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Language and Literacy Development, CONT</i></b>	
	<b>1.1 Foundational Skills, CONT</b>	
	<b>B. Print Concepts</b>	
	<b>Infants and toddlers will become increasingly aware of print.</b>	
<b>Infant:</b>	<b>1.1I.B</b> Demonstrate interest in books that have color, pattern, and contrast.	P. Reading
<b>Young Toddler</b>	<b>1.1 YT.B</b> Demonstrate interest in pictures and text.	P. Reading
<b>Older Toddler:</b>	<b>1.1 OT.B</b> Recognize that print has meaning.	P. Reading
	<b>C. Phonological Awareness</b>	
	<b>Infants and Toddlers will learn to make sense of sounds within the environment.</b>	
<b>Infant:</b>	<b>1.1 I.C</b> Respond to sounds in the environment.	N. Phonological awareness
<b>Young Toddler</b>	<b>1.1 YT.C</b> Identify and imitate familiar sounds in the environment.	N. Phonological awareness
<b>Older Toddler:</b>	<b>1.1 OT.C</b> Categorize familiar sounds.	N. Phonological awareness
	<b>D. Phonics and Word Recognition</b>	
	<b>Infants and toddlers will engage with print within their environment.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.1.OT.D</b> Recognize familiar environmental print.	P. Reading

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<i>Language and Literacy Development, CONT</i>	
	<b>1.2 Reading Informational Text</b>	
	<b>B. Key Ideas and Details</b>	
	<b>Infants and toddlers will actively engage with text.</b>	
<b>Infant:</b>	<b>1.2 I.B</b> Attend to a picture in a text when reading with an adult.	P. Reading
<b>Young Toddler</b>	<b>1.2 YT.B</b> Respond to simple questions about a text.	M. Listening and comprehension P. Reading
<b>Older Toddler:</b>	<b>1.2 OT.B</b> Answer simple questions about a text.	M. Listening and comprehension P. Reading
	<b>C. Key Ideas and Details</b>	
	<b>Infants and Toddlers will begin to relate text to their personal experiences.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>1.2 YT.C</b> Relate familiar objects in a text to personal experience.	M. Listening and comprehension
<b>Older Toddler:</b>	<b>1.2 OT.C</b> Relate text to personal experiences when asked.	M. Listening and comprehension
	<b>E. Craft and Structure - Text Structure</b>	
	<b>Infants and toddlers will show an awareness of parts of the book.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>1.2. YT.E</b> Identify a favorite book by its cover.	P. Reading Q. Book enjoyment and knowledge
<b>Older Toddler:</b>	<b>1.2 OT.E</b> Identify a text by the front cover.	P. Reading Q. Book enjoyment and knowledge

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b>Language and Literacy Development CONT</b>	
	<b>G. Integration of Knowledge and</b>	
	<b>Infants and toddlers will begin to associate pictures with text.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.2 OT.G</b> Notice details in illustration or picture.	L. Speaking P. Reading Q. Book enjoyment and knowledge
	<b>J. Vocabulary Acquisition and Use</b>	
	<b>Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.</b>	
<b>Infant:</b>	<b>1.2 I.J</b> Use single words to identify family members and familiar objects.	L. Speaking
<b>Young Toddler</b>	<b>1.2. YT.J</b> Use new vocabulary in everyday speech.	L. Speaking
<b>Older Toddler:</b>	<b>1.2. OT.J</b> Use expanded vocabulary in everyday speech.	L. Speaking
	<b>L. Range of Reading</b>	
	<b>Infants and toddlers will engage in reading activities.</b>	
<b>Infant:</b>	<b>1.2 I.L</b> Engage in reading activities.	P. Reading
<b>Young Toddler</b>	<b>1.2. YT.L</b> Actively engage in reading activities for short periods of time.	P. Reading
<b>Older Toddler:</b>	<b>1.2. OT.L</b> Actively engage in small group reading activities.	P. Reading

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<i>Language and Literacy Development CONT</i>	
	<b>1.3 Reading Literature</b>	
	<b>A. Key Ideas and Details - Theme</b>	
	<b>Infants and toddlers will recall an event from a story.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.3.OT.A</b> Recall an event from a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>B. Key Ideas and Details Text Analysis</b>	
	<b>Infants and toddlers will actively engage with a story.</b>	
<b>Infant:</b>	<b>1.3 I.B</b> Attend to a picture in a story when reading with an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Young Toddler</b>	<b>1.3 YT.B</b> Respond to simple questions about a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Older Toddler:</b>	<b>1.2 OT.B</b> Answer simple questions about a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	<b>C. Key Ideas and Details - Literary Elements</b>	
	<b>Infants and toddlers will recognize basic elements of a story.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b>Language and Literacy Development CONT</b>	
	<b>C. Key Ideas and Details - Literary Elements, CONT</b>	
<b>Older Toddler:</b>	<b>1.3.OT.C</b> Recognize pictures of familiar characters in a book.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
	<b>G. Integration of Knowledge and</b>	
	<b>Infants and toddlers will use illustrations as a source of information about a story.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.3 OT.G</b> Notice details in illustration or picture.	P. Reading Q. Book enjoyment and knowledge
	<b>J. Vocabulary Acquisition and Use</b>	
	<b>Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.</b>	
<b>Infant:</b>	<b>1.3 I.J</b> Use single words to identify family members and familiar objects.	L. Speaking
<b>Young Toddler</b>	<b>1.3. YT.J</b> Use new vocabulary in everyday speech.	L. Speaking
<b>Older Toddler:</b>	<b>1.3. OT.J</b> Use expanded vocabulary in everyday speech.	L. Speaking

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b>Language and Literacy Development CONT</b>	
	<b>L. Range of Reading</b>	
	<b>Infants and toddlers will begin to participate in group story times.</b>	
<b>Infant:</b>	<b>1.3 I.L</b> Engage in reading activities.	P. Reading
<b>Young Toddler</b>	<b>1.3. YT.L</b> Actively engage in reading activities for short periods of time.	P. Reading
<b>Older Toddler:</b>	<b>1.2. OT.L</b> Actively engage in small group reading activities.	P. Reading
	<b>1.4 Writing</b>	
	<b>M. Narrative</b>	
	<b>Infants and toddlers will engage in pre-writing by communicating about their illustrations.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.4.OT.M</b> Tell a story about a picture.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
	<b>R. Narrative Conventions of Language</b>	
	<b>Infants and toddlers will develop pre-writing skills.</b>	
<b>Infant:</b>	<b>1.4.I.R</b> Make marks with writing and drawing tools.	R. Writing X. Art

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b>Language and Literacy Development CONT</b>	
	<b>R. Narrative Conventions of Language, CONT</b>	
<b>Young Toddler</b>	<b>1.4.YT.R</b> Scribble with writing and drawing tools.	R. Writing X. Art
<b>Older Toddler:</b>	<b>1.4.OT.R</b> Intentionally make marks with writing and drawing tools.	R. Writing X. Art
	<b>V. Conducting Research</b>	
	<b>Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.4.OT.V</b> Ask questions about topics of personal interest to gain information.	L. Speaking
	<b>1.5 Speaking and Listening</b>	
	<b>A. Comprehension and Collaboration</b>	
	<b>Infants and toddlers will engage in reciprocal communication.</b>	
<b>Infant:</b>	<b>1.5.I.A</b> Use sounds and gestures as a form of reciprocal communication.	L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>1.5.YT.A</b> Use sounds, gestures, and words as a form of reciprocal communication.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>1.5.OT.A</b> Engage in reciprocal conversations and interactions with peers and adults.	L. Speaking M. Listening and comprehension

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Language and Literacy Development CONT</i></b>	
	<b>C. Comprehension and Collaboration Evaluation</b>	
	<b>Infants and toddlers will develop receptive language skills.</b>	
<b>Infant:</b>	<b>1.5.I.C</b> Respond in ways that indicate understanding of what is being communicated.	L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>1.5.YT.C</b> Respond to questions, comments or directions.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>1.5.OT.C</b> Respond to questions, comments or directions.	L. Speaking M. Listening and comprehension
	<b>D/E. Presentation of Knowledge</b>	
	<b>Infants and toddlers will develop expressive language skills.</b>	
<b>Infant:</b>	<b>1.5.I.D/E</b> Babble and begin to use single words and/or signs.	L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>1.5.YT.D/E</b> Use 1-2 words and/or signs to communicate.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>1.5.OT.D/E</b> Use simple sentences; communicating clearly enough to be understood by familiar adults.	L. Speaking M. Listening and comprehension



**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Language and Literacy Development CONT</i></b>	
	<b>G. Conventions of Standard English</b>	
	<b>Infants and Toddlers demonstrate command of the conventions of standard English when speaking.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.5.OT.G</b> Demonstrate command of the conventions of standard English when speaking based on older toddler development.	L. Speaking
	<b><i>Mathematical Thinking and Expression</i></b>	
	<b>2.1 Numbers and Operations</b>	
	<b>A.1. Counting and Cardinality: <i>Cardinality</i></b>	
	<b>Infants and toddlers will demonstrate increased understanding of numbers and rote counting.</b>	
<b>Infant:</b>	<b>2.1. I.A.1</b> Explore objects	S. Number and counting BB. Observing and classifying
<b>Young Toddler</b>	<b>2.1 YT.A.1</b> Imitate rote counting using some names of numbers.	S. Number and counting
<b>Older Toddler:</b>	<b>2.1 OT.A.1</b> Know some number names and the count sequence.	S. Number and counting

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Mathematical Thinking and Expression, CONT</i></b>	
	<b>A.2. Counting and Cardinality: <i>Counting</i></b>	
	<b>Infants and toddlers will develop an increasing ability to count to tell the number of objects.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>2.1 OT.A.2</b> Count to tell the number of objects.	S. Number and counting
	<b>A. 3. Counting and Cardinality: <i>Comparing</i></b>	
	<b>Infants and Toddlers will develop and increasing understanding of comparisons between objects.</b>	
<b>Infant:</b>	<b>2.1 I.A.3</b> Explore relationships between objects.	S. Number and counting U. Measurement
<b>Young Toddler</b>	<b>2.1. YT.A.3</b> Explore simple comparisons of quantity.	S. Number and counting U. Measurement
<b>Older Toddler:</b>	<b>2.1 .OT.A.3</b> Use comparative language to show understanding of more or less.	S. Number and counting U. Measurement

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Mathematical Thinking and Expression, CONT</i></b>	
	<b>M.P. Counting and Cardinality: <i>Mathematical Processes</i></b>	
	<b>Infants and toddlers will demonstrate an increased ability to use mathematical processes when quantifying, comparing and representing numbers.</b>	
<b>Infant:</b>	<b>2.1.I.MP</b> Engage in numerical play.	S. Number and counting U. Measurement
<b>Young Toddler</b>	<b>2.1.YT.MP</b> Engage and persist in numerical play.	S. Number and counting U. Measurement
<b>Older Toddler:</b>	<b>2.1.OT.MP</b> Use mathematical processes when quantifying, comparing and representing numbers.	S. Number and counting U. Measurement W. Data analysis
	<b>2.2 Algebraic Concepts</b>	
	<b>A.1. Operations and Algebraic Thinking</b>	
	<b>Infants and toddlers will engage in simple addition and subtraction experiences.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>2.2 YT.A.1</b> Sort manipulatives into sets.	W. Data analysis BB. Observing and classifying
<b>Older Toddler:</b>	<b>2.2 .OT.A.1</b> Add to and take apart sets.	W. Data analysis BB. Observing and classifying

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Mathematical Thinking and Expression, CONT</i></b>	
	<b>2.3 Geometry</b>	
	<b>A.1. Geometry: <i>Identification</i></b>	
	<b>Infants and toddlers will demonstrate an increased ability to identify basic shapes.</b>	
<b>Infant:</b>	<b>2.3.I.A.1</b> Explore objects of different sizes and shapes.	T. Geometry: Shapes and spatial awareness
<b>Young Toddler</b>	<b>2.3.YT.A.1</b> Match identical shapes.	T. Geometry: Shapes and spatial awareness
<b>Older Toddler:</b>	<b>2.3.OT.A.1</b> Recognize and identify basic shapes in the environment.	T. Geometry: Shapes and spatial awareness
	<b>A. 2. Geometry: <i>Application</i></b>	
	<b>Infants and toddlers will create and compose simple shapes.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>2.3.OT.A.2</b> Create and compose simple shapes.	T. Geometry: Shapes and spatial awareness
	<b>A. Geometry : <i>Math Process</i></b>	
	<b>Infants and toddlers will demonstrate an increased ability to use mathematical processes when engaged in geometric play.</b>	
<b>Infant:</b>	<b>2.3.I.MP</b> Engage in geometric play.	T. Geometry: Shapes and spatial awareness

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b>Mathematical Thinking and Expression, CONT</b>	
	<b>A. Geometry : Math Process, CONT</b>	
<b>Young Toddler</b>	<b>2.3.YT.MP</b> Engage and persist in geometric play.	T. Geometry: Shapes and spatial awareness
<b>Older Toddler:</b>	<b>2.3.OT.MP</b> Use mathematical processes when creating and composing shapes.	T. Geometry: Shapes and spatial awareness
	<b>2. 4 Measurement, Data and Probability</b>	
	<b>A.1. Measurement and Data: <i>Measurement</i></b>	
	<b>Infants and toddlers will explore basic measurable attributes of everyday objects.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>2.4.YT.A.1</b> Engage in measurement experiences.	U. Measurement
<b>Older Toddler:</b>	<b>2.4.OT.A.1</b> Use basic measurement vocabulary.	U. Measurement
	<b>A.2. Measurement and Data: <i>Data</i></b>	
	<b>Infants and toddlers will demonstrate an increased ability to classify and organize data.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>2.4 YT.A.2</b> Participate in sorting objects.	W. Data analysis BB. Observing and classifying
<b>Older Toddler:</b>	<b>2.4 OT.A.2</b> Classify objects and count the number of objects in each category.	W. Data analysis BB. Observing and classifying

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Mathematical Thinking and Expression CONT</i></b>	
	<b>MP. Measurement and Data</b>	
	<b>Infants and toddlers will demonstrate an increased ability to engage in and communicate about measuring, representing, organizing and understanding data.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>2.1.YT.MP</b> Engage and persist when measuring and sorting objects.	U. Measurement W. Data analysis BB. Observing and classifying
<b>Older Toddler:</b>	<b>2.1.OT.MP</b> Use mathematical processes when measuring; organizing data.	U. Measurement W. Data analysis BB. Observing and classifying
	<b><i>Scientific Thinking and Technology</i></b>	
	<b>3.1 Biological Sciences</b>	
	<b>A. Living and Non-Living Organisms</b>	
	<b>1. Common Characteristics of Life</b>	
<b>Infant:</b>	<b>3.1 I.A.1</b> Show interest in the natural world.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1 YT.A.1</b> Explore the characteristics of living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1 OT.A.1</b> Identify basic characteristics of some living and non-living things.	DD. Natural and physical world

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>3.1 Biological Sciences, CONT</b>	
	<b>2. Energy Flow</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>3.1.YT.A.2</b> Explore the basic needs of plants and animals.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1. OT.A.2</b> Recognize that plants and animals have basic needs.	DD. Natural and physical world
	<b>3. Life Cycles</b>	
	<b>Infants and toddlers will notice plants and animals growing and changing.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>3.1.OT.A.3</b> Notice plants and animals growing and changing.	DD. Natural and physical world
	<b>5. Form and Function</b>	
	<b>Infants and toddlers will increase their ability to recognize and identify basic parts of living things.</b>	
<b>Infant:</b>	<b>3.1.I.A.5</b> Explore parts of living things in their environment.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1.YT.A.5</b> Recognize parts of living things in their environment.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.A.5</b> Identify basic parts of living things.	DD. Natural and physical world

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>9. Science as Inquiry</b>	
	<b>Infants and toddlers will become increasingly purposeful in their exploration of living and non-living things.</b>	
<b>Infant:</b>	<b>3.1.I.A.9</b> Participate in simple investigations of living and non-living things.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1.YT.A.9</b> Participate in simple investigations to observe living and non-living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.A.9</b> Participate in simple investigations of living and non-living things to answer a question.	DD. Natural and physical world
	<b>3.1.B. Genetics</b>	
	<b>1. Heredity</b>	
	<b>Infants and toddlers will demonstrate an increased awareness of characteristics of living things from the same species</b>	
<b>Infant:</b>	<b>3.1.I.B.1</b> Recognize self and family members.	FF. Knowledge of self and others
<b>Young Toddler</b>	<b>3.1.YT.B.1</b> Recognize familiar animals and their babies.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.B.1</b> Notice similarities and differences between living things from the same species.	BB. Observing and classifying



**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>6. Science as Inquiry</b>	
	<b>Infants and toddlers will become increasingly purposeful in their exploration of the physical characteristics of living things from the same species.</b>	
<b>Infant:</b>	<b>3.1.I.B.6</b> Participate in simple investigations of physical characteristics of living things.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1.YT.B.6</b> Participate in simple investigations to observe physical characteristics of living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.B.6</b> Participate in simple investigations of physical characteristics of living things from same species to answer a question.	DD. Natural and physical world
	<b>3.1.C. Evolution</b>	
	<b>3. Unifying Themes (Constancy and Change)</b>	
	<b>Infants and toddlers will notice changes that occur in animals.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>3.1.OT.C.3</b> Notice changes that occur in animals.	BB. Observing and classifying DD. Natural and physical world

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>4. Science as Inquiry</b>	
	<b>Infants and toddlers will become increasingly purposeful in their investigation of the physical characteristics of animals.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>3.1.OT.C.4</b> Participate in simple investigations of changes that occur in animals.	W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
	<b>3.2 Physical Sciences</b>	
	<b>A. Chemistry</b>	
	<b>1. Properties of Matter</b>	
	<b>Infants and toddlers will become increasingly purposeful in their investigation of the characteristics of objects.</b>	
<b>Infant:</b>	<b>3.2.I.A.1</b> Explore objects with varying characteristics.	BB. Observing and classifying
<b>Young Toddler</b>	<b>3.2.YT.A.1</b> Engage with objects to learn about their characteristics	BB. Observing and classifying
<b>Older Toddler:</b>	<b>3.2.OT.A.1</b> Describe objects by their characteristics.	BB. Observing and classifying

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>3. Matter and Energy</b>	
	<b>Infants and toddlers will become increasingly aware of changes in matter.</b>	
<b>Infant:</b>	<b>3.2.I.A.3</b> Observe activities involving changes in matter.	BB. Observing and classifying
<b>Young Toddler</b>	<b>3.2.YT.A.3</b> Engage in activities involving changes in matter.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>3.2.OT.A.3</b> Notice changes in matter.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	<b>6. Science as Inquiry</b>	
	<b>Infants and toddlers will become increasingly purposeful in their investigation in the changes of matter.</b>	
<b>Infant:</b>	<b>3.2.I.A.6</b> Participate in simple investigations of matter.	BB. Observing and classifying
<b>Young Toddler</b>	<b>3.2.YT.A.6</b> Participate in simple investigations to observe changes in matter.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>3.2.OT.A.6</b> Participate in simple investigations of matter to answer a question.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>1. Force &amp; Motion of Practices &amp; Rigid Bodies</b>	
	<b>Infants and toddlers will become increasingly purposeful in their investigation of how objects move.</b>	
<b>Infant:</b>	<b>3.2.I.B.1</b> Explore the motion of objects.	CC. Experimenting, predicting, and drawing conclusions
<b>Young Toddler</b>	<b>3.2.YT.B.1</b> Recognize and explore how objects move.	CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>3.2.OT.B.1</b> Communicate about the motion of objects.	CC. Experimenting, predicting, and drawing conclusions
	<b>5. Nature of Waves (Sound and Light Energy)</b>	
	<b>Infants and Toddlers will learn to make sense of sounds within the environment.</b>	
<b>Infant:</b>	<b>3.2.I.B.5</b> Respond to sounds in the environment.	N. Phonological awareness
<b>Young Toddler</b>	<b>3.2.YT.B.5</b> Identify and imitate familiar sounds in the environment.	N. Phonological awareness
<b>Older Toddler:</b>	<b>3.2.OT.B.5</b> Categorize familiar sounds.	N. Phonological awareness

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>7. Science as Inquiry</b>	
	<b>Infants and toddlers will become increasingly purposeful in their investigation of motion and sound.</b>	
<b>Infant:</b>	<b>3.2.I.B.7</b> Participate in simple investigations of motion and sound.	N. Phonological awareness CC. Experimenting, predicting, and drawing conclusions
<b>Young Toddler</b>	<b>3.2.YT.B.7</b> Participate in simple investigations to observe motion and sound.	N. Phonological awareness CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>3.2.OT.B.7</b> Participate in simple investigations of motion and sound to answer a question.	N. Phonological awareness CC. Experimenting, predicting, and drawing conclusions
	<b>3.3 Earth and Space Sciences:</b>	
	<b>A. Earth Structure, Processes and Cycles</b>	
	<b>1. Earth Features and the Processes that Change it</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of earth materials.</b>	
<b>Infant:</b>	<b>3.3.I.A.1</b> Explore earth materials.	BB. Observing and classifying DD. Natural and physical world
<b>Young Toddler</b>	<b>3.3.YT.A.1</b> Engage with earth materials.	BB. Observing and classifying DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.3.OT.A.1</b> Describe earth materials.	BB. Observing and classifying DD. Natural and physical world

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>4. Water</b>	
	<b>Infants and toddlers will become increasingly purposeful in their investigation of water leading to an increased understanding of its uses.</b>	
<b>Infant:</b>	<b>3.3.I.A.4</b> Explore water.	BB. Observing and classifying DD. Natural and physical world
<b>Young Toddler</b>	<b>3.3.YT.A.4</b> Engage with water.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.3.OT.A.4</b> Discuss basic uses of water.	DD. Natural and physical world
	<b>5. Weather and Climate</b>	
	<b>Infants and toddlers will increase their awareness of weather and its impact on daily life.</b>	
<b>Infant:</b>	<b>3.3.I.A.5</b> Observe weather conditions.	BB. Observing and classifying DD. Natural and physical world
<b>Young Toddler</b>	<b>3.3.YT.A.5</b> Observe and begin to label weather conditions.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.3.OT.A.5</b> Describe changes in weather conditions, and discuss how weather affects daily life.	DD. Natural and physical world

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>7. Science as Inquiry</b>	
	<b>Infants and toddlers will become increasingly purposeful in their investigation of earth materials, processes, and cycles.</b>	
<b>Infant:</b>	<b>3.3.I.A.7</b> Participate in simple investigations of earth materials, processes, and cycles.	BB. Observing and classifying DD. Natural and physical world
<b>Young Toddler</b>	<b>3.3.YT.A.7</b> Participate in simple investigations of earth materials, processes, and cycles.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.3.OT.A.7</b> Participate in simple investigations of earth materials, processes, and cycles to answer a question.	DD. Natural and physical world
	<b>Environment and Ecology</b>	
	<b>4.1 Ecology</b>	
	<b>A. The Environment</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of living and non-living things in the immediate and surrounding environment.</b>	
<b>Infant:</b>	<b>4.1.I.A</b> Show interest the environment.	DD. Natural and physical world
<b>Young Toddler</b>	<b>4.1.YT.A</b> Explore the characteristics of living and non-living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.1.OT.A</b> Identify basic characteristics of some living and non-living things.	DD. Natural and physical world

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology, CONT</i></b>	
	<b>D. Biodiversity</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of the basic needs of living things.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>4.1.YT.D</b> Explore the basic needs of plants and animals.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.1.OT.D</b> Recognize that plants and animals have basic needs.	DD. Natural and physical world
	<b>E. Succession</b>	
	<b>Infants and toddlers will demonstrate an increasing awareness of weather change.</b>	
<b>Infant:</b>	<b>4.1.I.E</b> Observe weather conditions.	DD. Natural and physical world
<b>Young Toddler</b>	<b>4.1.YT.E</b> Observe and begin to label weather conditions.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.1.OT.E</b> Describe changes in weather conditions, and discuss how weather affects daily life.	DD. Natural and physical world
	<b>4.2 Watersheds and Wetlands</b>	
	<b>A. Watersheds</b>	
	<b>Infants and toddlers will participate in discussions about water in the environment.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	



**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology CONT</i></b>	
<b>Older Toddler:</b>	<b>4.2.OT.A</b> Participate in discussions about water in the environment.	DD. Natural and physical world
	<b>C. Aquatic Ecosystem</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of aquatic (water) and terrestrial (land) habitats.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.2.OT.C</b> Discuss different places animals can live.	DD. Natural and physical world
	<b>4.4 Agriculture and Society</b>	
	<b>A. Food and Fiber Systems</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>4.4.YT.A</b> Explore the basic needs of plants and animals.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.4.OT.A</b> Recognize that plants and animals have basic needs.	DD. Natural and physical world
	<b>C. Applying Sciences to Agriculture</b>	
	<b>Infants and toddlers will notice plants and animals growing and changing.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.4. OT.C</b> Notice plants and animals growing and changing.	DD. Natural and physical world

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Scientific Thinking and Technology CONT</i></b>	
	<b>D. Technology Influences on</b>	
	<b>Infants and toddlers will become increasingly aware of basic gardening tools.</b>	
<b>Infant:</b>	<b>4.4.I.D</b> Observe basic gardening tools being used.	DD. Natural and physical world EE. Tools and technology
<b>Young Toddler</b>	<b>4.4.YT.D</b> Imitate the use of basic gardening tools.	AA. Pretend play DD. Natural and physical world EE. Tools and technology
<b>Older Toddler:</b>	<b>4.4.OT.D</b> Label basic garden tools.	DD. Natural and physical world EE. Tools and technology
	<b>4.4 Humans and the Environment</b>	
	<b>A. Sustainability</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of people’s basic needs.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.5.OT.A</b> Communicate about the basic needs of people.	FF. Knowledge of self and others

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b>Scientific Thinking and Technology CONT</b>	
	<b>B. Integrated Pest Management</b>	
	<b>Infants and toddlers will demonstrate an increased awareness of living things within the natural environment that can be harmful.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.5.OT.B</b> Communicate about insects and animals that can be harmful.	DD. Natural and physical world
	<b>D. Waste Management</b>	
	<b>Infants and toddlers will demonstrate an increased awareness of appropriate ways to dispose of waste.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>4.5.YT.D</b> Use appropriate trash receptacles.	G. Community
<b>Older Toddler:</b>	<b>4.5.OT.D</b> Communicate about and use appropriate trash receptacles.	G. Community
	<b>15.4 Computer and Information Technology</b>	
	<b>A. Influence of Emerging Technologies</b>	
	<b>Infants and toddlers will use their natural curiosity about the world to appropriately engage with various technologies.</b>	
<b>Infant:</b>	<b>15.4.I.A</b> Imitate use of various technologies in play.	EE. Tools and technology
<b>Young Toddler</b>	<b>15.4.YT.A</b> Imitate use of various technologies in play.	AA. Pretend play EE. Tools and technology
<b>Older Toddler:</b>	<b>15.4.OT.A</b> Communicate about technology in their environment.	EE. Tools and technology

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<i>Scientific Thinking and Technology CONT</i>	
	<b>M. Emerging Technologies in Careers</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of workplace technologies.</b>	
<b>Infant:</b>	<b>15.4.I.M</b> Explore pictures and objects that represent workplace technologies.	EE. Tools and technology FF. Knowledge of self and others
<b>Young Toddler</b>	<b>15.4.YT.M</b> Engage with objects that represent workplace technologies.	EE. Tools and technology FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>15.4.OT.M</b> Communicate about workplace technologies and their uses.	EE. Tools and technology FF. Knowledge of self and others

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social Studies Thinking: Connecting to Communities</i></b>	
	<b>5. Civics and Government</b>	
	<b>5.1 Principles and Documents of Government</b>	
	<b>A. Rule of Law</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.</b>	
<b>Infant:</b>	<b>5.1. I. A</b> Respond to adult guidance about behavior.	G. Community
<b>Young Toddler</b>	<b>5.1. YT. A</b> Demonstrate basic understanding of rules.	G. Community
<b>Older Toddler:</b>	<b>5.1 .OT.A</b> Follow basic rules.	G. Community
	<b>5.2 Rights and Responsibilities of Citizenship</b>	
	<b>A. Civics Rights and Responsibilities</b>	
	<b>Infants and Toddlers show increased awareness of themselves as members of a group.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>5.2.YT.A</b> Demonstrate sense of belonging to a group such as a class or family.	G. Community FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>5.2.OT.A</b> Communicate a sense of belonging to a group such as a class or family.	G. Community FF. Knowledge of self and others

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social Studies Thinking: Connecting to Communities CONT</i></b>	
	<b>B. Conflict and</b>	
	<b>Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.</b>	
<b>Infant:</b>	<b>5.2.I.B</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Young Toddler</b>	<b>5.2.YT.B</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Older Toddler:</b>	<b>5.2.OT.B</b> Communicate about a conflict and seek help to solve.	D. Emotions H. Conflict resolution
	<b>C. Government Services</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of workers in the community.</b>	
<b>Infant:</b>	<b>5.3.I.C</b> Explore costumes and props that represent community workers.	AA. Pretend play FF. Knowledge of self and others
<b>Young Toddler</b>	<b>5.3.YT.C</b> Engage with costumes and props that represent community workers.	AA. Pretend play FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>5.3.OT.C</b> Recognize community workers through their uniforms and equipment.	FF. Knowledge of self and others

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social Studies Thinking: Connecting to Communities CONT</i></b>	
	<b>6. Economics</b>	
	<b>6.1 Scarcity and Choice</b>	
	<b>D. Incentives and Choice</b>	
	<b>Infants and toddlers will demonstrate an increased ability to make intentional choices.</b>	
<b>Infant:</b>	<b>6.1.I.D</b> Demonstrate preference for specific objects and people.	A. Initiative and planning
<b>Young Toddler</b>	<b>6.1.YT.D</b> Make simple choices.	A. Initiative and planning
<b>Older Toddler:</b>	<b>6.1.OT.D</b> Communicate about a choice based on individual interest.	A. Initiative and planning
	<b>6.3 Functions of Government</b>	
	<b>D. Government’s Role in International Trade</b>	
	<b>Infants and toddlers will communicate about products produced locally.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>6.3.OT.D</b> Communicate about products produced locally.	FF. Knowledge of self and others

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social Studies Thinking: Connecting to Communities CONT</i></b>	
	<b>6.5 Income, Profit, and Wealth</b>	
	<b>C. Types of Business</b>	
	<b>Infants and toddlers will communicate about local businesses.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>6.5.OT.C</b> Communicate about local businesses.	FF. Knowledge of self and others
	<b>7. Geography</b>	
	<b>7.1 Basic Geographic Literacy</b>	
	<b>A. Geographic Tools</b>	
	<b>Infants and toddlers will develop an awareness of landmark and familiar places.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>7.1.OT.A</b> Use maps in play.	GG. Geography
	<b>7.2 Physical Characteristics of Places and Regions</b>	
	<b>A. Physical Characteristics</b>	
	<b>Infants and toddlers will describe the characteristics of home to gain understanding of physical features.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	



**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social Studies Thinking: Connecting to Communities CONT</i></b>	
	<b>7.2 Physical Characteristics of Places and Regions, CONT</b>	
	<b>A. Physical Characteristics, CONT</b>	
<b>Older Toddler:</b>	<b>7.2. OT. A</b> Describe the characteristics of home to gain understanding of physical features.	GG. Geography
	<b>8. History</b>	
	<b>8.1 Historical Analysis and Skills Development</b>	
	<b>A. Continuity and Change over Time</b>	
	<b>Infants and toddlers will demonstrate an increased awareness of sequences of events.</b>	
<b>Infant:</b>	<b>8.1.I.A</b> Anticipate next step of a familiar routine or activity.	G. Community HH. History
<b>Young Toddler</b>	<b>8.1.YT.A</b> Know the sequence of familiar routines.	G. Community HH. History
<b>Older Toddler:</b>	<b>8.1.OT.A</b> Identify and complete the sequence of familiar routines and tasks.	G. Community HH. History

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Creative Thinking and Expression</i></b>	
	<b>9.1.M Production and Performance: Music and Movement</b>	
	<b>A. Elements and Principles</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of the basic elements of music and movement.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>9.1. M.YT.A.</b> Demonstrate an understanding of basic elements of music and movement.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.OT.A</b> Know and use basic elements of music and movement.	Y. Music Z. Movement
	<b>B. Demonstration</b>	
	<b>Infants and toddlers will respond to music in a variety of ways.</b>	
<b>Infant:</b>	<b>9.1.M.I.B</b> Respond to music.	Y. Music Z. Movement
<b>Young Toddler</b>	<b>9.1.M.YT.B</b> Engage with music.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.OT.B</b> Respond to and communicate about music.	Y. Music Z. Movement

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Creative Thinking and Expression CONT</i></b>	
	<b>E. Representation</b>	
	<b>Infants and toddlers will use imagination and creativity to express self through music and dance.</b>	
<b>Infant:</b>	<b>9.1.M.I.E</b> Respond to music.	Y. Music Z. Movement
<b>Young Toddler</b>	<b>9.1.M.YT.E</b> Engage with music.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.OT.E</b> Respond to and communicate about music	Y. Music Z. Movement
	<b>J. Technologies</b>	
	<b>Infants and toddlers will use a variety of technologies in music and movement activities.</b>	
<b>Infant:</b>	<b>9.1.M.I.J</b> Use technologies for producing music.	Y. Music Z. Movement
<b>Young Toddler</b>	<b>9.1.M.YT.J</b> Use a variety of technologies for producing music or performing movements.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.YT.J</b> Use a variety of technologies for producing music or performing movements.	Y. Music Z. Movement

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Creative Thinking and Expression CONT</i></b>	
	<b>9.1.D Production and Performance: Dramatic and Performance Play</b>	
	<b>B. Demonstrations</b>	
	<b>Infants and toddlers will demonstrate increase complexity in dramatic play.</b>	
<b>Infant:</b>	<b>9.1.D.I.B</b> Act out familiar scenarios.	AA. Pretend play
<b>Young Toddler</b>	<b>9.1.D.YT.B</b> Act out familiar scenarios using objects with intended purpose.	AA. Pretend play
<b>Older Toddler:</b>	<b>9.1.D.OT.B</b> Explore real or make believe scenarios through dramatic play.	AA. Pretend play
	<b>E. Representation</b>	
	<b>Infants and toddlers will use imagination and creativity to express self through dramatic play.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>9.1.D.OT.E</b> Use imagination and creativity to express self through dramatic play.	AA. Pretend play
	<b>9.1.V Production and Performance: Visual Arts</b>	
	<b>A. Elements and Principles</b>	
	<b>Infants and toddlers increased understanding of the basic elements of visual arts.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>9.1. V.YT.A.</b> Demonstrate an understanding of basic elements of visual arts.	X. Art
<b>Older Toddler:</b>	<b>9.1.V.OT.A</b> Know and use basic elements of visual arts.	X. Art

**Pennsylvania Infant-Toddler Learning Standards for Early Childhood**

**COR Advantage Items**

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Creative Thinking and Expression CONT</i></b>	
	<b>B. Demonstration</b>	
	<b>Infants and Toddlers will demonstrate increased complexity in combining a variety of art materials to engage in the process of art.</b>	
<b>Infant:</b>	<b>9.1.V.I.B</b> Combine a variety of materials to engage in the process of art.	X. Art
<b>Young Toddler</b>	<b>9.1.V.YT.B</b> Combine a variety of materials to engage in the process of art.	X. Art
<b>Older Toddler:</b>	<b>9.1.V.OT.B</b> Combine a variety of materials to engage in the process of art.	X. Art
	<b>E. Representation</b>	
	<b>Infants and toddlers will use imagination and creativity to express self through the process of art.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>9.1.M.OT.E</b> Use imagination and creativity to express self through the process of art.	X. Art
	<b>J. Technologies</b>	
	<b>Infants and Toddlers will use a variety of technologies in the process of creating art.</b>	
<b>Infant:</b>	<b>9.1.V.I.J</b> Use technologies in the process of creating art.	X. Art EE. Tools and technology
<b>Young Toddler</b>	<b>9.1.V.YT.J</b> Use a variety of technologies in the process of creating art.	X. Art EE. Tools and technology
<b>Older Toddler:</b>	<b>9.1.V.OT.J</b> Use a variety of technologies in the process of creating art.	X. Art EE. Tools and technology

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Creative Thinking and Expression CONT</i></b>	
	<b>9.3 Critical Response to Works of Art</b>	
	<b>F. Identification</b>	
	<b>Infants and toddlers will engage with and communicate about a variety of art forms.</b>	
<b>Infant:</b>	<b>9.3.I.F.</b> Explore a variety of art forms.	X. Art Y. Music
<b>Young Toddler</b>	<b>9.3.YT.F</b> Engage with a variety of art forms.	X. Art Y. Music
<b>Older Toddler:</b>	<b>9.3. OT.F</b> Communicate about a variety of art forms.	X. Art Y. Music
	<b>G. Critical Response</b>	
	<b>Infants and Toddlers will show interest in and respond to artistic expressions.</b>	
<b>Infant:</b>	<b>9.3.I.G</b> Respond to various art forms.	X. Art Y. Music
<b>Young Toddler</b>	<b>9.3.YT.G</b> Show interest in others' artistic expressions.	X. Art Y. Music
<b>Older Toddler:</b>	<b>9.3.OT.G</b> Comment on characteristics of others' artistic expressions.	X. Art Y. Music

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Health, Wellness and Physical Development</i></b>	
	<b>10.1. Concepts of Health</b>	
	<b>B. Interaction of Body Systems</b>	
	<b>Infants and toddlers will identify basic body parts.</b>	
<b>Infant:</b>	<b>10.1.I.B</b> Locate basic body parts when named by an adult.	K. Personal care and healthy behavior
<b>Young Toddler</b>	<b>10.1.YT.B</b> Locate basic body parts when asked.	K. Personal care and healthy behavior
<b>Older Toddler:</b>	<b>10.1.OT.B</b> Identify and locate basic body parts.	K. Personal care and healthy behavior
	<b>C. Nutrition</b>	
	<b>Infants and toddlers will participate in experiences related to healthy food choices.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>10.1. OT. C</b> Participate in experiences related to healthy food choices.	K. Personal care and healthy behavior
	<b>10.2. Healthful Living</b>	
	<b>A. Health Practices, Products, and Services</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of basic hygiene practices.</b>	
<b>Infant:</b>	<b>10.2.I.A</b> Participate in fundamental practices for good health.	K. Personal care and healthy behavior
<b>Young Toddler</b>	<b>10.2.YT.A</b> Engage in fundamental practices for good health.	K. Personal care and healthy behavior
<b>Older Toddler:</b>	<b>10.2.OT.A</b> Discuss fundamental practices for good health.	K. Personal care and healthy behavior

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Health, Wellness and Physical Development, CONT</i></b>	
	<b>10. 3. Safety and Injury Prevention</b>	
	<b>A. Safe and Unsafe Practices</b>	
	<b>Infants and toddlers will engage in basic safety practices.</b>	
<b>Infant:</b>	<b>10.3.1.A</b> Respond to basic safety words.	M. Listening and comprehension
<b>Young Toddler</b>	<b>10.3.YT.A</b> Cooperate with basic safety practices.	M. Listening and comprehension
<b>Older Toddler:</b>	<b>10.3.OT.A</b> Use and communicate about basic safety practices.	M. Listening and comprehension
	<b>10.4 Physical Activity: Gross Motor Coordination</b>	
	<b>A. Control and Coordination</b>	
	<b>Infants and toddlers will gain control of their body and movements.</b>	
<b>Infant:</b>	<b>10.4.1.A</b> Develop control of the body.	I. Gross-motor skills



**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Health, Wellness and Physical Development CONT</i></b>	
	<b>10. 3. Safety and Injury Prevention, CONT</b>	
	<b>A. Safe and Unsafe Practices, CONT</b>	
<b>Young Toddler</b>	<b>10.4.YT.A</b> Control and coordinate the movement of the body.	I. Gross-motor skills
<b>Older Toddler:</b>	<b>10.4.OT.A</b> Combine and coordinate body movement.	I. Gross-motor skills
	<b>B. Balance and Strength</b>	
	<b>Infants and toddlers will exhibit and demonstrate balance and strength.</b>	
<b>Infant:</b>	<b>10.4.I.B</b> Exhibit strength and balance in stationary body movements.	I. Gross-motor skills
<b>Young Toddler</b>	<b>10.4.YT.B</b> Exhibit balance and strength when moving from place to place.	I. Gross-motor skills
<b>Older Toddler:</b>	<b>10.4.OT.B</b> Demonstrate balance and strength when performing gross motor activities.	I. Gross-motor skills
	<b>10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development</b>	
	<b>A. Strength, Coordination and Muscle</b>	
	<b>Infants and toddlers will develop control and coordination of the hand.</b>	
<b>Infant:</b>	<b>10.5.I.A</b> Use fingers and hands to accomplish actions.	J. Fine-motor skills
<b>Young Toddler</b>	<b>10.5.YT.A</b> Coordinate use of fingers, hands and wrists to accomplish actions.	J. Fine-motor skills
<b>Older Toddler:</b>	<b>10.5.OT.A</b> Coordinate use of fingers, hands and wrists to accomplish actions.	J. Fine-motor skills

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Health, Wellness and Physical Development CONT</i></b>	
	<b>B. Eye/Hand Coordination</b>	
	<b>Infants and toddlers will develop skills to manipulate toys and objects.</b>	
<b>Infant:</b>	<b>10.5.I.B</b> Use eye and hand coordination to perform a task.	J. Fine-motor skills
<b>Young Toddler</b>	<b>10.5.YT.B</b> Coordinate eye and hand movements to perform a task.	J. Fine-motor skills
<b>Older Toddler:</b>	<b>10.5.OT.B</b> Coordinate eye and hand movements to perform a task.	J. Fine-motor skills
	<b>C. Use of Tools</b>	
	<b>Infants and toddlers will develop skills to use basic tools.</b>	
<b>Infant:</b>	<b>10.5.I.C</b> Manipulate basic tools.	J. Fine-motor skills EE. Tools and technology
<b>Young Toddler</b>	<b>10.5.YT.C</b> Use basic tools.	J. Fine-motor skills EE. Tools and technology
<b>Older Toddler:</b>	<b>10.5.OT.C</b> Use basic tools demonstrating refined skill.	J. Fine-motor skills EE. Tools and technology

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social and Emotional Development</i></b>	
	<b>16.1 Self-Awareness and Self-Regulation</b>	
	<b>A. Regulates Emotions and Behaviors</b>	
	<b>Infants and toddlers will demonstrate an increasing awareness of emotion.</b>	
<b>Infant:</b>	<b>16.1.I.A</b> Demonstrate an emotional response to the environment.	D. Emotions
<b>Young Toddler</b>	<b>16.1.YT.A</b> Demonstrate an emotional response in reaction to an experience.	D. Emotions
<b>Older Toddler:</b>	<b>16.1.OT.A</b> Make connections between emotions and behavior.	D. Emotions
	<b>B. Influences of Personal Traits</b>	
	<b>Infants and toddlers will demonstrate an increasing awareness of self by showing preferences for objects, people and activities.</b>	
<b>Infant:</b>	<b>16.1. I. B</b> Demonstrate preference for specific objects and people.	E. Building relationships with adults
<b>Young Toddler</b>	<b>16.1.YT.B</b> Demonstrate preference for specific objects or activities.	E. Building relationships with adults
<b>Older Toddler:</b>	<b>16.1.OT.B</b> Communicate preference for people, objects, and activities.	E. Building relationships with adults

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b>Social and Emotional Development CONT</b>	
	<b>C. Resiliency</b>	
	<b>Infants and toddlers will demonstrate competence while attempting activities and tasks.</b>	
<b>Infant:</b>	<b>16.1.I.C</b> Use comfort of familiar experiences to explore new activities and experiences.	A. Initiative and planning E. Building relationships with adults
<b>Young Toddler</b>	<b>16.1.YT.C</b> Repeat familiar activity to gain comfort and confidence.	A. Initiative and planning D. Emotions E. Building relationships with adults
<b>Older Toddler:</b>	<b>16.1.OT.C</b> Approach new experiences with confidence.	A. Initiative and planning D. Emotions
	<b>D. Goal Setting</b>	
	<b>Infants and toddlers will establish goals independently.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>16.1.OT.D</b> Establish goals independently.	A. Initiative and planning
	<b>E. Identity Development</b>	
	<b>Infants and toddlers will demonstrate an increased concept of self.</b>	
<b>Infant:</b>	<b>16.1.I.E</b> Respond to self in mirror.	FF. Knowledge of self and others
<b>Young Toddler</b>	<b>16.1.OT.E</b> Convey ownership of objects and people.	FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>16.1.OT.E</b> Use language that indicates knowledge of self.	FF. Knowledge of self and others

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<i>Social and Emotional Development CONT</i>	
	<b>16.2 Establishing and Maintaining Relationships</b>	
	<b>A. Relationships: Trust and Attachment</b>	
	<b>Infants and toddlers will attach to familiar adults and use this bond as a secure base to develop independence.</b>	
<b>Infant:</b>	<b>16.2.I.A</b> Show affection and bond with familiar adults.	E. Building relationships with adults
<b>Young Toddler</b>	<b>16.2.YT.A</b> Use trusted adult as a secure base from which to explore the environment.	E. Building relationships with adults
<b>Older Toddler:</b>	<b>16.2.OT.A</b> Develop relationships that extend beyond trusted adults.	E. Building relationships with adults
	<b>B. Diversity</b>	
	<b>Infants and toddlers will recognize there are similarities and differences between self and others.</b>	
<b>Infant:</b>	<b>16.2. I.B</b> Notice differences in others.	FF. Knowledge of self and others
<b>Young Toddler</b>	<b>16.2. YT. B</b> Recognize similarities and differences between self and others.	FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>16.2. OT.B</b> Communicate about similarities and differences between self and others.	FF. Knowledge of self and others

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social and Emotional Development CONT</i></b>	
	<b>C. Communication</b>	
	<b>Infants and toddlers will engage in reciprocal conversations.</b>	
<b>Infant:</b>	<b>16.2.I.C</b> Use sounds and gestures as a form of reciprocal communication.	L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>16.2.YT.C</b> Use sounds, gestures and words as a form of reciprocal communication.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>16.2.OT.C</b> Engage in reciprocal conversations and interactions with peers and adults.	L. Speaking M. Listening and comprehension
	<b>D. Managing Interpersonal Conflicts</b>	
	<b>Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.</b>	
<b>Infant:</b>	<b>16.2.I. D</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Young Toddler</b>	<b>16.2. YT. D.</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Older Toddler:</b>	<b>16.2. OT.D.</b> Communicate about a conflict and seek help to solve.	D. Emotions H. Conflict resolution

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social and Emotional Development CONT</i></b>	
	<b>E. Support: Asking for Help</b>	
	<b>Infants and toddlers will utilize relationships with trusted adults and peers to meet needs.</b>	
<b>Infant:</b>	<b>16.2. I.E</b> Indicate needs through vocalizations and body movements.	E. Building relationships with adults L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>16.2.Y.T. E</b> Communicate needs.	E. Building relationships with adults L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>16.2.O.T. E</b> Ask for help when needed.	E. Building relationships with adults L. Speaking M. Listening and comprehension
	<b>16.3 Decision Making &amp; Responsibility</b>	
	<b>A. Decision Making Skills</b>	
	<b>Infants and toddlers will recognize that choices have consequences.</b>	
<b>Infant:</b>	<b>16.3.I.A</b> Demonstrate preference for specific objects and people.	A. Initiative and planning E. Building relationships with adults
<b>Young Toddler</b>	<b>16.3.YT.A</b> Make simple choices.	A. Initiative and planning
<b>Older Toddler:</b>	<b>16.3.OT.A</b> Recognize the consequences of choices.	A. Initiative and planning

**Pennsylvania Learning Standards for Early Childhood Infant-Toddler**

**COR Advantage Items**

	<b><i>Social and Emotional Development CONT</i></b>	
	<b>B. Understanding Social Norms (Social Identity)</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.</b>	
<b>Infant:</b>	<b>16.3.I.B</b> Respond to adult guidance about behavior.	M. Listening and comprehension
<b>Young Toddler</b>	<b>16.3.YT.B</b> Demonstrate basic understanding of rules.	M. Listening and comprehension
<b>Older Toddler:</b>	<b>16.3.OT.B</b> Follow basic rules.	M. Listening and comprehension
	<b>C. Responsible Active Engagement: Empathy</b>	
	<b>Infants and toddlers will demonstrate an increased ability to recognize and respond to the emotional expressions of others.</b>	
<b>Infant:</b>	<b>16.3.I.C</b> React to others' expressions of emotion.	D. Emotions
<b>Young Toddler</b>	<b>16.3.YT.C</b> Engage in empathy and compassion in some situations.	D. Emotions F. Building relationships with other children
<b>Older Toddler:</b>	<b>16.3.OT.C</b> Demonstrate empathy and compassion for others.	D. Emotions F. Building relationships with other children



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