

**Alignment of the California *Desired Results Developmental Profile—Revised (DRDP-R) Infant/Toddler Instrument* With  
*The Creative Curriculum® for Infants, Toddlers & Twos Developmental Continuum* and  
*The Creative Curriculum® for Infants, Toddlers & Twos***

**Materials for Children Ages Birth–Three**

***The Creative Curriculum® for Infants, Toddlers & Twos***

***The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos***

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**References**

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California DRDP-R: Desired Results, Indicators, Measures, and Definitions	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Infants, Toddlers & Twos
<b>DESIRED RESULT 1: CHILDREN ARE PERSONALLY AND SOCIALY COMPETENT</b>		
<b>Indicator: Self Concept (SELF) — Children show self-awareness and a positive self-concept</b>		
<b>Measure 1: Identity of self and connection to others</b> Definition: Child shows awareness that self is distinct from and also connected to others	<b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b> <b>6: Learns to be a member of a group</b> Step 1: Shows interest in being with others Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines Step 4: Begins to accept that others’ needs are important, in addition to own Step 5: Participates actively in group experiences	Chapter 1: “Social/Emotional Development,” pp. 22–26; “How Culture Might Affect Social/Emotional Development,” pp. 25–26
<b>Measure 2: Recognition of ability</b> Definition: Child evaluates own ability to do things and shows interest in others’ evaluation of self	<b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b> <b>2: Regulates own behavior</b> Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity	Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152 Sections in all Routines Chapters (6–10): “Caring and Teaching;” “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Selecting Materials for Different Ages;” “Caring and Teaching”
<b>Measure 3: Self expression</b> Definition: Child explores own action, makes presence known in social situations, and outwardly expresses feelings to others	<b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b> <b>3: Manages own feelings</b> Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations Step 2: Uses others’ facial expressions, gestures, or voices to guide own feelings Step 3: Begins applying strategies to manage feelings by self Step 4: Begins to use strategies learned from adults Step 5: Begins to use feeling words	Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144 Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”

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<p><b>Measure 4: Awareness of diversity</b>            Definition: Child shows awareness of similarities and differences between self and others, as well as awareness of similarities and differences between people</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>6: Learns to be a member of a group</b>            Step 1: Shows interest in being with others            Step 2: Finds security in being with familiar people            Step 3: Begins to participate in group routines            Step 4: Begins to accept that others’ needs are important, in addition to own            Step 5: Participates actively in group experiences</p>	<p>Chapter 4: “Talking With Infants, Toddlers, and Twos,” p. 163            Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”</p>
<p><b>Indicator: Social Interpersonal Skills (SOC) — Children demonstrate effective social and interpersonal skills</b></p>		
<p><b>Measure 5: Empathy</b>            Definition: Child shows awareness of others’ feelings and responds to expressions of feelings by others</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>4: Responds to others’ feelings with growing empathy</b>            Step 1: Mirrors others’ expressions of feelings            Step 2: Becomes aware of others’ expressions of emotion            Step 3: Responds to the emotions of others, sometimes with adult prompting            Step 4: Shows awareness that others’ feelings are separate from own feelings            Step 5: Responds to others’ feelings with caring behavior, without adult prompting</p>	<p>Chapter 4: “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Talking With Infants, Toddlers, and Twos,” p. 163            Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”</p>
<p><b>Measure 6: Interactions with adults</b>            Definition: Child interacts effectively with both familiar and somewhat familiar adults</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>1: Trusts known, caring adults</b>            Step 1: Recognizes and reaches out to familiar adults            Step 2: Seeks to remain in company of familiar adults            Step 3: Seeks familiar adult as secure base when around new people and in new situations            Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby            Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p>	<p>Sections in all Routines Chapters (6–10): “Caring and Teaching;”            “Responding to What Children Need”            Sections in all Experiences Chapters (11–18): “Caring and Teaching;” “Responding to and Planning for Each Child”</p>
<p><b>Measure 7: Relationships with familiar adults</b>            Definition: Child forms close relationships or attachments with familiar adults</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>1: Trusts known, caring adults</b>            Step 1: Recognizes and reaches out to familiar adults            Step 2: Seeks to remain in company of familiar adults            Step 3: Seeks familiar adult as secure base when around new people and in new situations            Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby            Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present</p>	<p>Foundation chapter: “Developing Relationships,” pp. 8–11; “Attachment,” pp. 8–9, 11            Sections in all Routines Chapters (6–10): “Caring and Teaching;”            “Responding to What Children Need”            Sections in all Experiences Chapters (11–18): “Caring and Teaching;” “Responding to and Planning for Each Child”</p>

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<p><b>Measure 8: Relationships with familiar peers</b>            Definition: Child forms relationships with specific peers</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>5: Plays with other children</b>            Step 1: Watches and responds to other children            Step 2: Reaches out to and engages momentarily with other children            Step 3: Has brief play encounters with other children            Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities            Step 5: Participates in coordinated play with other children</p>	<p>Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144</p>
<p><b>Measure 9: Interactions with peers</b>            Definition: Child interacts effectively with a peer or small groups of peers</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>5: Plays with other children</b>            Step 1: Watches and responds to other children            Step 2: Reaches out to and engages momentarily with other children            Step 3: Has brief play encounters with other children            Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities            Step 5: Participates in coordinated play with other children</p>	<p>Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144</p>
<p><b>Indicator: Self Regulation (REG) — Children demonstrate effective self-regulation in their behavior</b></p>		
<p><b>Measure 10: Impulse control</b>            Definition: Child regulates responses to internal and external stimuli</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>2: Regulates own behavior</b>            Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help            Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior            Step 3: Begins to respond to verbal redirection            Step 4: Follows simple directions and sometimes tests limits            Step 5: Understands what behavior is expected, with increasing regularity</p>	<p>Chapter 2: “Creating a Structure for Each Day,” pp. 86–104; “Individualizing the Schedule for Infants,” pp. 88–91; “Schedules for Toddlers and Twos,” pp. 91, 94            Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152            Section in Routines Chapters (6–10): “Caring and Teaching;” “Responding to and Planning for Each Child”            Section in Experiences Chapters (11–18): “Caring and Teaching;” “Responding to and Planning for Each Child”</p>
<p><b>Measure 11: Seeking other’s help to regulate self</b>            Definition: Child manages needs through seeking or relying on assistance from other people</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>2: Regulates own behavior</b>            Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help            Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior            Step 3: Begins to respond to verbal redirection            Step 4: Follows simple directions and sometimes tests limits            Step 5: Understands what behavior is expected, with increasing regularity</p>	<p>Chapter 2: “Creating a Structure for Each Day,” pp. 86–104; “Individualizing the Schedule for Infants,” pp. 88–91; “Schedules for Toddlers and Twos,” pp. 91, 94            Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152            Section in Routines Chapters (6–10): “Caring and Teaching;” “Responding to and Planning for Each Child”            Section in Experiences Chapters (11–18): “Caring and Teaching;” “Responding to and Planning for Each Child”</p>

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<p><b>Measure 12: Responsiveness to other’s support</b>            Definition: Child is responsive to other’s assistance with self-regulation</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>3: Manages own feelings</b>            Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations            Step 2: Uses others’ facial expressions, gestures, or voices to guide own feelings            Step 3: Begins applying strategies to manage feelings by self            Step 4: Begins to use strategies learned from adults            Step 5: Begins to use feeling words</p>	<p>Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152            Section in Routines Chapters (6–10): “Supporting Development and Learning: Learning About Themselves and Others”            Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”</p>
<p><b>Measure 13: Self comforting</b>            Definition: Child comforts self in response to distress from either internal or external stimulation</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>3: Manages own feelings</b>            Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations            Step 2: Uses others’ facial expressions, gestures, or voices to guide own feelings            Step 3: Begins applying strategies to manage feelings by self            Step 4: Begins to use strategies learned from adults            Step 5: Begins to use feeling words</p>	<p>Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152; “Helping Children Get Along With Others,” pp. 140–142            Section in Routines Chapters (6–10): “Supporting Development and Learning: Learning About Themselves and Others”            Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”</p>
<p><b>Measure 14: Attention maintenance</b>            Definition: Child attends to things or the environment when interacting with others or exploring play materials</p>	<p><b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b>  <b>10: Sustains attention</b>            Step 1: Attends to sights and sounds            Step 2: Continues an activity when an adult interacts            Step 3: Focuses on activity of choice but is easily distracted            Step 4: Continues an activity, despite distractions            Step 5: Continues an activity until own goal is reached, despite distractions</p>	<p>Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152; “Guiding Children’s Learning,” pp. 160–167</p>
<p><b>Indicator: Language (LANG)</b>  <b>— Children show growing abilities in communication and language</b></p>		
<p><b>Measure 15: Language comprehension</b>            Definition: Child shows understanding of language that represents ideas</p>	<p><b>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</b>  <b>16: Develops receptive language</b>            Step 1: Shows interest in speech of others            Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech            Step 3: Demonstrates understanding of simple multiword speech in familiar contexts            Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories            Step 5: Demonstrates understanding of increasingly complex and abstract spoken language</p>	<p>Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34            Chapter 3: “Vocabulary and Language,” pp. 110–113; “Promoting Learning: Vocabulary and Language,” p. 119            Chapter 4: “Talking With Infants, Toddlers, and Twos,” p. 163            Sections in all Routines Chapters (6–10): “Responding to What Children Need”            Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>

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<p><b>Measure 16: Responsiveness to language</b>            Definition: Child acts or communicates in response to language</p>	<p><b>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</b>  <b>16: Develops receptive language</b>            Step 1: Shows interest in speech of others            Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech            Step 3: Demonstrates understanding of simple multiword speech in familiar contexts            Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories            Step 5: Demonstrates understanding of increasingly complex and abstract spoken language</p>	<p>Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34            Chapter 3: “Vocabulary and Language,” pp. 110–113; “Promoting Learning: Vocabulary and Language,” p. 119            Chapter 4: “Talking With Infants, Toddlers, and Twos,” p. 163            Sections in all Routines Chapters (6–10): “Responding to What Children Need”            Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>
<p><b>Measure 17: Communication of needs, feelings, and interests</b>            Definition: Child uses language and nonverbal communication to convey needs, feelings, and interests</p>	<p><b>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</b>  <b>17: Develops expressive language</b>            Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate            Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words            Step 3: Uses gestures, word-like sounds, and single words to communicate            Step 4: Speaks in two-word phrases            Step 5: Uses simple sentences and questions with three or more words</p>	<p>Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34            Chapter 3: “Vocabulary and Language,” pp. 110–113; “Promoting Learning: Vocabulary and Language,” p. 119            Chapter 4: “Talking With Infants, Toddlers, and Twos,” p. 163            Sections in all Routines Chapters (6–10): “Responding to What Children Need”            Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>
<p><b>Measure 18: Reciprocal communication</b>            Definition: Child engages in back-and-forth communication or conversation</p>	<p><b>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</b>  <b>18: Participates in conversations</b>            Step 1: Engages in simple, back-and-forth vocalizing            Step 2: Imitates and exchanges sounds and gestures with other people            Step 3: Exchanges single words, word-like sounds, and gestures with others            Step 4: Initiates conversation by using words            Step 5: Participates in conversations for two or more turns</p>	<p>Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34            Chapter 3: “Vocabulary and Language,” pp. 110–113; “Promoting Learning: Vocabulary and Language,” p. 119; “Exploring The Social World,” pp. 132–133; “Encouraging Children to Explore the Social World,” pp. 134–135            Sections in all Routines Chapters (6–10): “Responding to What Children Need”            Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>

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<b>DESIRED RESULT 2: CHILDREN ARE EFFECTIVE LEARNERS</b>		
<b>Indicator: Cognitive (COG) — Children show cognitive competence and problem- solving skills through play and daily activities</b>		
<b>Measure 19: Memory</b> Definition: Child shows awareness of past experiences and remembers information about people or things	<b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b> <b>11: Understands how objects can be used</b> Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks	Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “Building Language and Literacy Skills,” pp. 110–121; “Discovering Mathematical Relationships,” pp. 122–127; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–135 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 13: “Enjoying Stories and Books,” pp. 323–341 Chapter 17: “Exploring Sand and Water,” pp. 389–401 Chapter 18: “Going Outdoors,” pp. 403–421 Section in all Routines chapters (6–10) and Experiences chapters (11–18) : “Supporting Development and Learning: Learning About the World”
<b>Measure 20: Cause and effect</b> Definition: Child shows understanding of the connection between cause and effect	<b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b> <b>12: Shows a beginning understanding of cause and effect</b> Step 1: Explores objects and notices how they react Step 2: Discovers that repeated actions yield similar effects Step 3: Explores ways to make something happen Step 4: Expects people and objects to respond to actions in particular ways Step 5: Begins to investigate causes when something unexpected happens	Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–135 Chapter 7: “Diapering and Toileting,” pp. 233–245 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 17: “Exploring Sand and Water,” pp. 389–401 Chapter 18: “Going Outdoors,” pp. 403–421 Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”

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<p><b>Measure 21: Problem solving</b>            Definition: Child uses strategies to solve problems or make discoveries</p>	<p><b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b>  <b>14: Uses problem-solving strategies</b>            Step 1: Demonstrates awareness of a problem            Step 2: Imitates the way others solve problems, immediately after seeing them do so            Step 3: Experiments with trial-and-error approaches to simple problems            Step 4: Persists with trial-and-error approaches to solving a problem            Step 5: Carries out own plan for solving simple problems</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31            Chapter 3: “Discovering Mathematical Relationships,” pp. 122–127; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–135            All Routines chapters (6–10): “Hellos and Good-Byes,” “Diapering and Toileting,” “Eating and Mealtimes,” “Sleeping and Nap Time,” “Getting Dressed,” pp. 221–287            All Experiences chapters (11–18): “Playing With Toys,” “Imitating and Pretending,” “Enjoying Stories and Books,” “Connecting With Music and Movement,” “Creating With Art,” “Tasting and Preparing Food,” “Exploring Sand and Water,” “Going Outdoors,” pp. 291–421            Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
<p><b>Measure 22: Symbolic play</b>            Definition: Child uses objects to represent other objects or ideas</p>	<p><b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b>  <b>15: Engages in pretend play</b>            Step 1: Watches the actions of others            Step 2: Imitates the actions of others            Step 3: Uses objects in pretend play as they are used in real life            Step 4: Substitutes one object for another in pretend play            Step 5: Uses real and imaginary objects in pretend play</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31            Chapter 11: “Playing With Toys,” pp. 291–307            Chapter 12: “Imitating and Pretending,” pp. 309–321, especially “Supporting Development and Learning: Learning About Communicating,” p. 310; “Selecting Materials for Different Ages,” pp. 311–313; “Setting Up and Displaying Materials,” p. 313            Chapter 17: “Exploring Sand and Water,” pp. 389–401            Chapter 18: “Going Outdoors,” pp. 403–421            See especially section in all Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
<p><b>Measure 23: Curiosity</b>            Definition: Child actively explores people and things, especially new ones</p>	<p><b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b>  <b>11: Understands how objects can be used</b>            Step 1: Explores objects, using all senses            Step 2: Learns how objects work by handling them and watching others use them            Step 3: Uses familiar objects in conventional ways            Step 4: Plans ways to use objects to perform one-step tasks            Step 5: Plans ways to use objects to perform multi-step tasks</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31            Chapter 3: “Discovering Mathematical Relationships,” pp. 122–127; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–135            All Experiences chapters (11–18): “Playing With Toys,” “Imitating and Pretending,” “Enjoying Stories and Books,” “Connecting With Music and Movement,” “Creating With Art,” “Tasting and Preparing Food,” “Exploring Sand and Water,” “Going Outdoors,” pp. 291–421            Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

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<b>Indicator: Math (MATH) — Children show interests in real-life mathematical concepts</b>		
<b>Measure 24: Number</b> Definition: Child shows understanding of the concept of number or quantity	<b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b> <b>13: Shows a beginning understanding that things can be grouped</b> Step 1: Explores objects, using all senses Step 2: Notices particular characteristics of objects Step 3: Begins to manipulate objects according to particular attributes Step 4: Begins to match objects by similarities Step 5: Groups objects with similar characteristics	Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “Discovering Mathematical Relationships,” pp. 122–127 All Experiences chapters (11–18): “Playing With Toys,” “Imitating and Pretending,” “Enjoying Stories and Books,” “Connecting With Music and Movement,” “Creating With Art,” “Tasting and Preparing Food,” “Exploring Sand and Water,” “Going Outdoors,” pp. 291–421 Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”
<b>Measure 25: Space and size</b> Definition: Child shows understanding of how things move in space or fit in different spaces	<b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b> <b>11: Understands how objects can be used</b> Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks	Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “Discovering Mathematical Relationships,” pp. 122–127 Chapter 7: “Diapering and Toileting,” pp. 233–245 Chapter 10: “Getting Dressed,” pp. 277–287 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 Chapter 17: “Exploring Sand and Water,” pp. 389–401
<b>Measure 26: Time</b> Definition: Child shows understanding of the sequence of routine actions or events		Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “Discovering Mathematical Relationships,” pp. 122–127; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–135 All Routines chapters (6–10): “Hellos and Good-Byes,” “Diapering and Toileting,” “Eating and Mealtimes,” “Sleeping and Nap Time,” “Getting Dressed,” pp. 221–287 Chapter 12: “Imitating and Pretending,” pp. 309–321 Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”

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<p><b>Measure 27: Classification and matching</b>            Definition: Child compares, matches, and categorizes different people or different things</p>	<p><b>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD</b>  <b>13: Shows a beginning understanding that things can be grouped</b>            Step 1: Explores objects, using all senses            Step 2: Notices particular characteristics of objects            Step 3: Begins to manipulate objects according to particular attributes            Step 4: Begins to match objects by similarities            Step 5: Groups objects with similar characteristics</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31            Chapter 3: “Discovering Mathematical Relationships,” pp. 122–127            Chapter 11: “Playing With Toys,” pp. 291–307            Chapter 17: “Exploring Sand and Water,” pp. 389–401            Chapter 18: “Going Outdoors,” pp. 403–421            Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
<p><b>Indicator: Literacy (LIT) — Children demonstrate emerging literacy skills</b></p>		
<p><b>Measure 28: Interest in literacy</b>            Definition: Child shows interest in books, songs, rhymes, finger plays, and stories</p>	<p><b>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</b>  <b>19: Enjoys books and being read to</b>            Step 1: Manipulates books as adult reads aloud            Step 2: Engages briefly with books as they are read aloud and finds pleasure in the experience            Step 3: Becomes increasingly engaged with the content of books that are read aloud            Step 4: Begins to make connections between own life and the stories in books            Step 5: Pretends to read favorite books</p>	<p>Chapter 3: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114; “Enjoying Books and Stories,” pp. 115–117; “Promoting Learning: Vocabulary and Language,” p. 119; “Promoting Learning: Sounds and Rhythms of Language,” p. 120; “Promoting Learning: Enjoying Books and Stories,” p. 120            Chapter 13: “Enjoying Stories and Books,” pp. 323–341</p>
<p><b>Measure 29: Recognition of symbols</b>            Definition: Child shows awareness that symbols and pictures represent people, objects, and actions</p>	<p><b>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</b>  <b>20: Shows an awareness of pictures and print</b>            Step 1: Notices pictures            Step 2: Recognizes and shows a beginning understanding of pictures            Step 3: Recognizes that pictures have meaning and can tell a story            Step 4: Demonstrates interest in print            Step 5: Shows beginning understanding that print is useful</p>	<p>Chapter 3: “Enjoying Books and Stories,” pp. 115–117 ; “Exploring Writing,” pp. 117–118; “Promoting Learning: Enjoying Books and Stories,” p. 120; “Promoting Learning: Exploring Writing,” p. 121            Chapter 13: “Enjoying Stories and Books,” pp. 323–341            Chapter 15: “Creating With Art,” pp. 357–373, especially “Selecting Materials for Different Ages,” pp. 359–363</p>

California DRDP-R: Desired Results, Indicators, Measures, and Definitions	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Infants, Toddlers & Twos
<b>DESIRED RESULT 3: CHILDREN SHOW PHYSICAL AND MOTOR COMPETENCE</b>		
<b>Indicator: Motor Skills (MOT) — Children demonstrate an increased proficiency in motor skills</b>		
<b>Measure 30: Gross motor</b> Definition: Child moves different parts of body or whole body	<b>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</b> <b>8: Demonstrates basic gross motor skills</b> Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play	Chapter 1: “Physical Development,” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28 Chapter 7: “Caring and Teaching During Diapering and Toileting,” pp. 237–244; “Responding to What Children Need,” pp. 238–243 Chapter 10: “Caring and Teaching: Getting Dressed,” pp. 280–286; “Responding to What Children Need,” pp. 283–285 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 Chapter 18: “Going Outdoors,” pp. 403–421
<b>Measure 31: Fine motor</b> Definition: Child uses hands to reach or manipulate objects	<b>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</b> <b>9: Demonstrates basic fine motor skills</b> Step 1: Uses whole hand to grasp and drop objects Step 2: Uses thumb and index finger to grasp and drop objects Step 3: Uses one hand to hold an object and the other hand to manipulate another object Step 4: Uses eye-hand coordination while doing simple tasks Step 5: Uses eye-hand coordination while doing increasingly complex tasks	Chapter 1: “Physical Development,” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28 Chapter 3: “Exploring Writing,” pp. 117–118; “Promoting Learning: Exploring Writing,” p. 121 Chapter 11: “Playing With Toys,” pp. 291–307 Chapter 12: “Imitating and Pretending,” pp. 309–321 Chapter 13: “Enjoying Stories and Books,” pp. 323–341 Chapter 15: “Creating With Art,” pp. 357–373 Chapter 16: “Tasting and Preparing Food,” pp. 375–387
<b>Measure 32: Balance</b> Definition: Child maintains stability of body in various positions	<b>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</b> <b>8: Demonstrates basic gross motor skills</b> Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play	Chapter 1: “Physical Development,” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28 Chapter 7: “Caring and Teaching During Diapering and Toileting,” pp. 237–244; “Responding to What Children Need,” pp. 238–243 Chapter 10: “Caring and Teaching: Getting Dressed,” pp. 280–286; “Responding to What Children Need,” pp. 283–285 Chapter 14: “Connecting With Music and Movement,” pp. 343–355 Chapter 18: “Going Outdoors,” pp. 403–421

California DRDP-R: Desired Results, Indicators, Measures, and Definitions	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Infants, Toddlers & Twos
<p><b>Measure 33: Eye-hand coordination</b>            Definition: Child uses eyes and hands together to perform an action or accomplish a task</p>	<p><b>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING</b>  <b>9: Demonstrates basic fine motor skills</b>            Step 1: Uses whole hand to grasp and drop objects            Step 2: Uses thumb and index finger to grasp and drop objects            Step 3: Uses one hand to hold an object and the other hand to manipulate another object            Step 4: Uses eye-hand coordination while doing simple tasks            Step 5: Uses eye-hand coordination while doing increasingly complex tasks</p> <p><b>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</b>  <b>21: Experiments with drawing and writing</b>            Step 1: Notices drawing and writing tools            Step 2: Begins to handle drawing and writing tools            Step 3: Scribbles spontaneously            Step 4: Experiments with scribbling            Step 5: Scribbles with intention of communicating</p>	<p>Chapter 1: “Physical Development,” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28            Chapter 3: “Exploring Writing,” pp. 117–118; “Promoting Learning: Exploring Writing,” p. 121            Chapter 11: “Playing With Toys,” pp. 291–307            Chapter 12: “Imitating and Pretending,” pp. 309–321            Chapter 13: “Enjoying Stories and Books,” pp. 323–341            Chapter 15: “Creating With Art,” pp. 357–373            Chapter 16: “Tasting and Preparing Food,” pp. 375–387</p>
<p><b>DESIRED RESULT 4: CHILDREN ARE SAFE AND HEALTHY</b></p>		
<p><b>Indicator: Safety and Health (SH) — Children show an emerging awareness and practice of safe and healthy behavior</b></p>		
<p><b>Measure 34: Personal care routines</b>            Definition: Child responds to and initiates personal care routines</p>	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS</b>  <b>7: Uses personal care skills</b>            Step 1: Begins to participate as adult attends to personal needs            Step 2: Attempts simple personal care tasks            Step 3: Tries more complex personal care tasks, with limited success            Step 4: Tries more complex personal care tasks, with increasing success            Step 5: Does many complex personal care tasks successfully</p>	<p>Chapter 1: “Physical Development,” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28            All Routines chapters (pp. 221– 287): “Hellos and Good-Byes,” “Diapering and Toileting,” “Eating and Mealtimes,” “Sleeping and Nap Time,” “Getting Dressed”</p>
<p><b>Measure 35: Safety</b>            Definition: Child shows awareness of safety</p>		<p>Chapter 2: “Special Considerations in Setting Up the Physical Environment,” pp. 77–83; “Keeping Children Safe and Healthy,” pp. 77–79; “Suggestions for A Safe Environment,” p. 78; “Suggestions for A Healthy Environment,” p. 79</p>