



Curriculum Alignment with

Desired Results Developmental Profile

Grade: **Ages 13 to 24 months** - Adopted: **2009**

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		At around 18 months of age, children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or someone.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.1.1.1.	Move close to the infant care teacher and hold his hand when a visitor enters the classroom but watch the visitor with interest. <u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

GRADE LEVEL EXPECTATION	SED.18m.1.1.2.	Bring a familiar object to an adult when asked. <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions
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GRADE LEVEL EXPECTATION	SED.18m.1.1.3.	Allow an unfamiliar adult to get close only after the adult uses an object to bridge the interaction, such as showing interest in a toy that is also interesting to the child. <u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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GRADE LEVEL EXPECTATION	SED.18m.1.1.5.	Seek reassurance from the infant care teacher when unsure if something is safe. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		At around 18 months of age, children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or someone.

FOUNDATION / PROFICIENCY LEVEL	SED.18m.1.2.	Interactions with Adults: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.1.2.1.	Engage in back-and-forth interaction by handing a parent an object, then reaching to receive the object when it is handed back. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

GRADE LEVEL EXPECTATION	SED.18m.1.2.2.	Show—but not give—a toy to the infant care teacher. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.2.1.1.	Run in wide circles around the outdoor play area, circling back each time and hug the legs of the infant care teacher before running off again. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

GRADE LEVEL EXPECTATION	SED.18m.2.1.2.	Snuggle with the special infant care teacher when feeling tired or grumpy. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress
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		Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
GRADE LEVEL EXPECTATION	SED.18m.2.1.3.	Wave at the special infant care teacher from the top of the slide to make sure he is watching. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
GRADE LEVEL EXPECTATION	SED.18m.2.1.4.	Follow a parent physically around the room. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
GRADE LEVEL EXPECTATION	SED.18m.2.1.5.	Play away from the infant care teacher and then move close to him from time to time to check in. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.2.2.	Relationships with Adults: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.2.2.1.	Cry and ask for a parent after being dropped off in the morning. <u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
GRADE LEVEL EXPECTATION	SED.18m.2.2.2.	Look for a smile from the infant care teacher when unsure if something is safe.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support
GRADE LEVEL EXPECTATION	SED.18m.2.2.3.	Cling to a parent when feeling ill. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		At around 18 months of age, children engage in simple back-and-forth interactions with peers for short periods of time.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.3.1.1.	Hit another child who takes a toy. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
GRADE LEVEL EXPECTATION	SED.18m.3.1.2.	Offer a book to another child, perhaps with encouragement from the infant care teacher. <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children
GRADE LEVEL EXPECTATION	SED.18m.3.1.3.	Tickle another child, get tickled back, and tickle him again. <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others

		<p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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GRADE LEVEL EXPECTATION	SED.18m.3.1.4.	<p>Engage in reciprocal play, such as run-and-chase or offer-and-receive.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		At around 18 months of age, children engage in simple back-and-forth interactions with peers for short periods of time.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.3.2.	Interactions with Peers: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.3.2.1.	<p>Engage in solitary play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time
EXPECTATION / SUBSTRAND		At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.4.1.	For example, the child may:

GRADE LEVEL EXPECTATION	SED.18m.4.1.1.	<p>Play the same kind of game, such as run-and-chase, with the same peer almost every day.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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GRADE LEVEL EXPECTATION	SED.18m.4.1.2.	<p>Choose to play in the same area as a friend.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time
EXPECTATION / SUBSTRAND		At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.4.2.	Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.4.2.1.	<p>Watch an older sibling play nearby.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some</p>

		<p>parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
GRADE LEVEL EXPECTATION	SED.18m.4.2.2.	<p>Bang blocks together next to a child who is doing the same thing.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
GRADE LEVEL EXPECTATION	SED.18m.4.2.3.	<p>Imitate the simple actions of a peer.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.5.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.5.1.2.	<p>Express thoughts and feelings by saying "no!"</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress</p>

		<p>Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
GRADE LEVEL EXPECTATION	SED.18m.5.1.3.	<p>Move excitedly when approached by an infant care teacher who usually engages in active play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.5.2.	Identity of Self in Relation to Others: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.5.2.1.	<p>Play games such as peek-a-boo or run-and-chase with the infant care teacher.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
GRADE LEVEL EXPECTATION	SED.18m.5.2.2.	<p>Recognize familiar people, such as a neighbor or infant care teacher from another room, in addition to immediate family members.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
GRADE LEVEL EXPECTATION	SED.18m.5.2.3.	<p>Use names to refer to significant people; for example, "Mama" to refer to the mother and "Papa" to refer to the father.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to</p>

		protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.6.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.6.1.2.	<p>Clap and bounce with joy after making a handprint with paint.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
GRADE LEVEL EXPECTATION	SED.18m.6.1.3.	<p>Squeeze a toy in different ways to hear the sounds it makes.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
GRADE LEVEL EXPECTATION	SED.18m.6.1.4.	<p>Smile after walking up a steep incline without falling or carrying a bucket full of sand from one place to another without spilling.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
GRADE LEVEL EXPECTATION	SED.18m.6.1.5.	<p>Proudly hold up a book hidden in a stack after being asked by the infant care teacher to find it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p>

		12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.6.2.	Recognition of Ability: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.6.2.1.	Drop a blanket over the side of the crib and wait for the infant care teacher to pick it up. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects

GRADE LEVEL EXPECTATION	SED.18m.6.2.2.	Drop a toy truck in the water table and blink in anticipation of the big splash. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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GRADE LEVEL EXPECTATION	SED.18m.6.2.3.	Look over a shoulder, smile at the mother, and giggle in a playful way while crawling past her, to entice her to play a game of run-and-chase. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play
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GRADE LEVEL EXPECTATION	SED.18m.6.2.4.	Turn light switch on and off repeatedly. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.7.1.	For example, the child may:

GRADE LEVEL EXPECTATION	SED.18m.7.1.1.	<p>Show affection for a family member by hugging.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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GRADE LEVEL EXPECTATION	SED.18m.7.1.2.	<p>Express jealousy by trying to crowd onto the infant care teacher's lap when another child is already sitting there.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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GRADE LEVEL EXPECTATION	SED.18m.7.1.3.	<p>Express anger at having a toy taken away by taking it back out of the other child's hands or hitting her.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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GRADE LEVEL EXPECTATION	SED.18m.7.1.4.	<p>Smile directly at other children when interacting with them.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.7.2.	Expression of Emotion: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.7.2.1.	Become anxious when a parent leaves the room.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
GRADE LEVEL EXPECTATION	SED.18m.7.2.2.	Knock a shape-sorter toy away when it gets to be too frustrating. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
GRADE LEVEL EXPECTATION	SED.18m.7.2.3.	Show anger, when another child takes a toy, by taking it back. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
GRADE LEVEL EXPECTATION	SED.18m.7.2.4.	Express fear by crying upon hearing a dog bark loudly or seeing someone dressed in a costume. <u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
GRADE LEVEL EXPECTATION	SED.18m.7.2.5.	Express sadness by frowning after losing or misplacing a favorite toy. <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
GRADE LEVEL EXPECTATION	SED.18m.7.2.6.	Smile with affection as a sibling approaches. <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children

		12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play
GRADE LEVEL EXPECTATION	SED.18m.7.2.7.	<p>Push an unwanted object away.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's distress and may become distressed by the other's distress.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.8.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.8.1.1.	<p>Offer to help a crying playmate by bringing his own mother over.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
GRADE LEVEL EXPECTATION	SED.18m.8.1.2.	<p>Try to hug a crying peer.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
GRADE LEVEL EXPECTATION	SED.18m.8.1.3.	<p>Bring her own special blanket to a peer who is crying.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
GRADE LEVEL EXPECTATION	SED.18m.8.1.4.	<p>Become upset when another child throws a tantrum.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
GRADE LEVEL EXPECTATION	SED.18m.8.1.5.	<p>Gently pat a crying peer on his back, just like his infant care teacher did earlier in the day.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

GRADE LEVEL EXPECTATION	SED.18m.8.1.6.	<p>Hit a child who is crying loudly.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
GRADE LEVEL EXPECTATION	SED.18m.8.1.7.	<p>Stop playing and look with concerned attention at a child who is screaming.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
GRADE LEVEL EXPECTATION	SED.18m.8.1.8.	<p>Move quickly away from a child who is crying loudly.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's distress and may become distressed by the other's distress.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.8.2.	Empathy: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.8.2.1.	<p>Stand nearby and quietly watch a peer who has fallen down and is crying.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
GRADE LEVEL EXPECTATION	SED.18m.8.2.2.	<p>Exhibit social referencing by looking for emotional indicators in others' faces, voices, or gestures to decide what to do when uncertain.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	SED.18m.8.2.3.	<p>Cry upon hearing another child cry.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.9.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.9.1.1.	<p>Use gestures and simple words to express distress and seek specific kinds of assistance from the infant care teacher in order to calm self.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
GRADE LEVEL EXPECTATION	SED.18m.9.1.2.	<p>Use comfort objects, such as a special blanket or stuffed toy, to help calm down.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
GRADE LEVEL EXPECTATION	SED.18m.9.1.3.	<p>Seek to be close to a parent when upset.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	SED.18m.9.1.4.	<p>Play with a toy as a way to distract self from discomfort.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>

		12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects
GRADE LEVEL EXPECTATION	SED.18m.9.1.7.	<p>Approach the infant care teacher for a hug and express, “Mommy work,” then point to the door to communicate missing the mother.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.9.2.	Emotion Regulation: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.9.2.1.	<p>Move away from something that is bothersome and move toward the infant care teacher for comfort.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	SED.18m.9.2.2.	<p>Fight back tears when a parent leaves for the day.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	SED.18m.9.2.3.	<p>Look for a cue from the infant care teacher when unsure if something is safe.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

GRADE LEVEL EXPECTATION	SED.18m.9.2.4.	<p>Fuss to communicate needs or wants; begin to cry if the infant care teacher does not respond soon enough.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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GRADE LEVEL EXPECTATION	SED.18m.9.2.5.	<p>Repeat sounds to get the infant care teacher's attention.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.10.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.10.1.1.	<p>Stop drawing on the wall when a parent asks.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

GRADE LEVEL EXPECTATION	SED.18m.10.1.2.	Choose one toy when the infant care teacher asks, "Which one do you want?" even though the child really wants both.
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		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.10.2.	Impulse Control: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.10.2.1.	<p>Crawl too close to a younger infant lying nearby.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>

GRADE LEVEL EXPECTATION	SED.18m.10.2.2.	<p>Refrain from exploring another baby’s hair when reminded to be gentle.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring</p>
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		Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing
GRADE LEVEL EXPECTATION	SED.18m.10.2.4.	<p>Bite another child who takes a toy.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
GRADE LEVEL EXPECTATION	SED.18m.10.2.5.	<p>Reach for food on a plate before the infant care teacher offers it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.11.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.18m.11.1.1.	<p>Gesture toward a desired toy or food while reaching, making imperative vocal sounds, and looking toward the infant care teacher.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

		<p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
GRADE LEVEL EXPECTATION	SED.18m.11.1.2.	<p>Seek reassurance from the infant care teacher when unsure about something.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	SED.18m.11.1.3.	<p>Vary response to different infant care teachers depending on their play styles, even before they have started playing; for example, get very excited upon seeing an infant care teacher who regularly plays in an exciting, vigorous manner.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	SED.18m.11.1.4.	<p>Engage in back-and-forth play that involves turn-taking, such as rolling a ball back and forth.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
GRADE LEVEL EXPECTATION	SED.18m.11.1.6.	<p>Learn more complex behaviors through imitation, such as watching an older child put toys together and then doing it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p>

		<p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	SED.18m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another's emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.
FOUNDATION / PROFICIENCY LEVEL	SED.18m.11.2.	Social Understanding: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.18m.11.2.1.	<p>Follow the infant care teacher's gaze to look at a toy.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>

GRADE LEVEL EXPECTATION	SED.18m.11.2.2.	<p>Hold up or gesture toward objects in order to direct the infant care teacher's attention to them.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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		<p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.18m.1.1.1.	<p>Go to the cubby when the infant care teacher says that it is time to put on coats to go outside.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
GRADE LEVEL EXPECTATION	LD.18m.1.1.2.	<p>Cover up the doll when the infant care teacher says, “Cover the baby with the blanket.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
GRADE LEVEL EXPECTATION	LD.18m.1.1.3.	<p>Go to the sink when the infant care teacher says that it is time to wash hands.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
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GRADE LEVEL EXPECTATION	LD.18m.1.1.4.	<p>Get a tissue when the infant care teacher says, “Please go get a tissue. We need to wipe your nose.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.1.2.	Receptive Language: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.18m.1.2.1.	<p>Follow one-step simple requests if the infant care teacher also uses a gesture to match the verbal request, such as pointing to the blanket when asking the child to get it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>

GRADE LEVEL EXPECTATION	LD.18m.1.2.3.	<p>Show understanding of the names for most familiar objects and people.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.18m.2.1.1.	<p>Look at a plate of crackers, then at the infant care teacher, and communicate “more.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
GRADE LEVEL EXPECTATION	LD.18m.2.1.2.	<p>Point to an airplane in the sky and look at the infant care teacher.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
GRADE LEVEL EXPECTATION	LD.18m.2.1.3.	<p>Use the same word to refer to similar things, such as “milk” while indicating the pitcher, even though it is filled with juice.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
GRADE LEVEL EXPECTATION	LD.18m.2.1.4.	<p>Use two words together, such as “Daddy give.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
GRADE LEVEL EXPECTATION	LD.18m.2.1.5.	<p>Shake head “no” when offered more food.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
GRADE LEVEL EXPECTATION	LD.18m.2.1.7.	<p>Gesture “all gone” by twisting wrists to turn hands up and down when finished eating lunch.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

		<p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.2.2.	Expressive Language: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.18m.2.2.1.	<p>Babble using the sounds of his home language.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>

GRADE LEVEL EXPECTATION	LD.18m.2.2.3.	<p>Express “Mama” or “Dada” when the mother or father, respectively, enters the room.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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GRADE LEVEL EXPECTATION	LD.18m.2.2.4.	<p>Say a first word clearly enough that the infant care teacher can understand the word within the context; for example, “gih” for give, “see,” “dis” for this, “cookie,” “doggie,” “uh oh” and “no.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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GRADE LEVEL EXPECTATION	LD.18m.2.2.5.	<p>Name a few familiar favorite objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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GRADE LEVEL EXPECTATION	LD.18m.2.2.6.	<p>Change tone when babbling, so that the child's babbles sound more and more like adult speech.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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GRADE LEVEL EXPECTATION	LD.18m.2.2.7.	<p>Use expressions; for example, "uh oh" when milk spills or when something falls off the table.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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GRADE LEVEL EXPECTATION	LD.18m.2.2.8.	<p>Say "up" and lift arms to be picked up by the infant care teacher.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.18m.3.1.1.	Respond to the infant care teacher's initiation of conversation through vocalizations or nonverbal communication.

		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
GRADE LEVEL EXPECTATION	LD.18m.3.1.2.	<p>Initiate interactions with the infant care teacher by touching, vocalizing, or offering a toy.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	LD.18m.3.1.3.	<p>Jabber into a toy phone and then pause, as if to listen to someone on the other end.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
GRADE LEVEL EXPECTATION	LD.18m.3.1.4.	<p>Shake head or express “no” when the infant care teacher asks if the child is ready to go back inside.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>

		<p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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GRADE LEVEL EXPECTATION	LD.18m.3.1.5.	<p>Respond to the infant care teacher's comment about a toy with an additional, but related, action or comment about the same toy; for example, make a barking sound when the infant care teacher pats a toy dog and says, "Nice doggie."</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.3.2.	Communication Skills and Knowledge: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.18m.3.2.1.	<p>Copy the infant care teacher in waving "bye-bye" to a parent as he leaves the room.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress</p>

		<p>Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
GRADE LEVEL EXPECTATION	LD.18m.3.2.2.	<p>Purse lips after hearing and seeing the infant care teacher make a sputtering sound with her lips.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	LD.18m.3.2.4.	<p>Respond with “yes” or “no” when asked a simple question.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p>
GRADE LEVEL EXPECTATION	LD.18m.3.2.5.	<p>Hold out a toy for the infant care teacher to take and then reach out to accept it when the infant care teacher offers it back.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	LD.18m.3.2.7.	<p>Initiate back-and-forth interaction with the infant care teacher by babbling and then waiting for the infant care teacher to respond</p>

		<p>before babbling again.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	LD.18m.3.2.8.	<p>Say “mmm” when eating, after a parent says, “mmm.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.4.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.18m.4.1.1.	<p>Attempt to turn the pages of a paper book, sometimes turning more than one page at a time.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
GRADE LEVEL EXPECTATION	LD.18m.4.1.2.	<p>Pretend to read the back of a cereal box while sitting at the kitchen table in the house area.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

		<p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
GRADE LEVEL EXPECTATION	LD.18m.4.1.4.	<p>Pull the infant care teacher by the hand to the bookshelf, point, and express “book” to get the infant care teacher to read a story.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
GRADE LEVEL EXPECTATION	LD.18m.4.1.5.	<p>Point to or indicate a familiar sign in the neighborhood.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	LD.18m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.
FOUNDATION / PROFICIENCY LEVEL	LD.18m.4.2.	Interest in Print: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.18m.4.2.1.	<p>Try to turn the pages of a paper book, turning several pages at one time.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts:</p>

		<p>Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
GRADE LEVEL EXPECTATION	LD.18m.4.2.2.	<p>Scribble with a crayon.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
GRADE LEVEL EXPECTATION	LD.18m.4.2.3.	<p>Smile and point to or indicate pictures of favorite animals in a book.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
GRADE LEVEL EXPECTATION	LD.18m.4.2.4.	<p>Help the infant care teacher turn a page of a book.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
GRADE LEVEL EXPECTATION	LD.18m.4.2.5.	<p>Use an open hand to pat a picture while reading with a family member.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another

EXPECTATION / SUBSTRAND		At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.1.1.1.	<p>Try to wind the handle of a popup toy after not being able to open the top.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	CD.18m.1.1.2.	<p>Drop different objects from various heights to see how they fall and to hear the noise they make when they land.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
GRADE LEVEL EXPECTATION	CD.18m.1.1.3.	<p>Build a tower with the big cardboard blocks and kick it over to make it fall, then build it again and knock it down with a hand.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>
GRADE LEVEL EXPECTATION	CD.18m.1.1.4.	<p>Use a wooden spoon to bang on different pots and pans, and notice how the infant care teacher responds when the child hits the pans harder and makes a louder noise.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.1.2.	Cause-and-Effect: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.1.2.1.	<p>Hold a block in each hand and bang the blocks together.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
GRADE LEVEL EXPECTATION	CD.18m.1.2.4.	Drop an object repeatedly from the chair to hear it clang on the floor or to get the infant care teacher to come pick it up.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
GRADE LEVEL EXPECTATION	CD.18m.1.2.5.	Watch the infant care teacher squeeze the toy in the water table to make water squirt out, then try the same action. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
GRADE LEVEL EXPECTATION	CD.18m.1.2.6.	Hand a toy car to a family member after it stops moving and the child cannot figure out how to make it move again. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
GRADE LEVEL EXPECTATION	CD.18m.1.2.7.	Close eyes and turn face away from the water table before splashing with hands. <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.1 Engages in structured play using water
GRADE LEVEL EXPECTATION	CD.18m.1.2.8.	Continue to push the button on a toy that is broken and appear confused or frustrated when nothing happens. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space

EXPECTATION / SUBSTRAND		At around 18 months of age, children use trial and error to discover how things move and fit in space.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.2.1.1.	<p>Go around the back of a chair to get the toy car that rolled behind it instead of trying to follow the car's path by squeezing underneath the chair.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
GRADE LEVEL EXPECTATION	CD.18m.2.1.2.	<p>Use two hands to pick up a big truck, but only one hand to pick up a small one.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
GRADE LEVEL EXPECTATION	CD.18m.2.1.3.	<p>Put a smaller nesting cup inside a larger cup after trying it the other way around.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
GRADE LEVEL EXPECTATION	CD.18m.2.1.4.	<p>Choose a large cookie off the plate instead of a smaller one.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
GRADE LEVEL EXPECTATION	CD.18m.2.1.5.	<p>Put the child-sized hat on his head and the larger hat on the infant care teacher's head.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
GRADE LEVEL EXPECTATION	CD.18m.2.1.6.	<p>Stack three nesting cups inside one another, after trying some combinations that do not work.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>

GRADE LEVEL EXPECTATION	CD.18m.2.1.7.	<p>Put one or two pegs into the pegboard.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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GRADE LEVEL EXPECTATION	CD.18m.2.1.9.	<p>Fit pieces into a puzzle board.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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GRADE LEVEL EXPECTATION	CD.18m.2.1.10.	<p>Try to fit a piece into the shape sorter and, when it does not fit, turn it until it fits.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION / SUBSTRAND		At around 18 months of age, children use trial and error to discover how things move and fit in space.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.2.2.	Spatial Relationships: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:

GRADE LEVEL EXPECTATION	CD.18m.2.2.2.	<p>Dump toys out of a container.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	CD.18m.2.2.3.	<p>Turn a toy to explore all sides to figure out how it works.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	CD.18m.2.2.4.	<p>Throw or drop a spoon or cup from the table and watch as it falls.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
GRADE LEVEL EXPECTATION	CD.18m.2.2.5.	<p>Take rings off a stacking ring toy.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-</p>

		<p>direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	CD.18m.2.2.6.	<p>Move over and between cushions and pillows on the floor.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
GRADE LEVEL EXPECTATION	CD.18m.2.2.9.	<p>Stack one block on top of another one.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>
GRADE LEVEL EXPECTATION	CD.18m.2.2.10.	<p>Put one or two rings back onto the post of a stacking ring toy.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	CD.18m.2.2.11.	<p>Put the circle piece of a puzzle into the round opening, after trying the triangle opening and the square opening.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)

PERFORMANCE STANDARD / MODE	CD.18m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.3.1.1.	<p>Pull the string of a pull toy to get it closer even when the toy gets momentarily stuck on something.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	CD.18m.3.1.2.	<p>Use the handle of a toy broom to dislodge a ball under the bookshelf.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	CD.18m.3.1.3.	<p>Bring a small stool over to reach a toy on top of a shelf, having observed the infant care teacher do it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

GRADE LEVEL EXPECTATION	CD.18m.3.1.4.	<p>Look at a plate of crackers that is out of reach and then at the infant care teacher, and communicate “more.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
GRADE LEVEL EXPECTATION	CD.18m.3.1.5.	<p>Hand the infant care teacher a puzzle piece that the child is having trouble with.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.3.2.	Problem Solving: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.3.2.1.	<p>Crawl over a pile of soft blocks to get to the big red ball.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	CD.18m.3.2.2.	<p>Figure out how toys work by repeating the same actions over and over again.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from</p>

		<p>several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p> <p>12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
GRADE LEVEL EXPECTATION	CD.18m.3.2.3.	<p>Pull the blanket in order to obtain the toy that is lying out of reach on top of the blanket.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	CD.18m.3.2.4.	<p>Crawl around the legs of a chair to get to the ball that rolled behind it.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	CD.18m.3.2.6.	<p>Try to hold on to two toys with one hand while reaching for a third desired toy, even if not successful.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>

GRADE LEVEL EXPECTATION	CD.18m.3.2.7.	<p>Unscrew the lid of a plastic jar to get items out of it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.4.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.4.1.1.	<p>Imitate simple actions that she has observed adults doing; for example, take a toy phone out of a purse and say hello as a parent does.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

GRADE LEVEL EXPECTATION	CD.18m.4.1.2.	<p>Pretend to sweep with a child-sized broom, just as a family member does at home.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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GRADE LEVEL EXPECTATION	CD.18m.4.1.3.	<p>Rock the baby doll to sleep, just as a parent does with the new baby.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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GRADE LEVEL EXPECTATION	CD.18m.4.1.4.	<p>Imitate using the toy hammer as a parent did.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later

EXPECTATION / SUBSTRAND		At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.4.2.	Imitation: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.4.2.1.	Shrug shoulders after the infant care teacher does it. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
GRADE LEVEL EXPECTATION	CD.18m.4.2.2.	Imitate sounds or words immediately after the infant care teacher makes them. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words
GRADE LEVEL EXPECTATION	CD.18m.4.2.3.	Copy the infant care teacher in waving "bye-bye" to a parent as he leaves the room. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
GRADE LEVEL EXPECTATION	CD.18m.4.2.4.	Copy an adult's action that is unfamiliar but that the child can see herself do, such as wiggling toes, even though it may take some practice before doing it exactly as the adult does. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
GRADE LEVEL EXPECTATION	CD.18m.4.2.5.	Watch the infant care teacher squeeze the toy in the water table to make water squirt out, then try the same action. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
GRADE LEVEL EXPECTATION	CD.18m.4.2.6.	Imitate the hand motion of the infant care teacher. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects

		<p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
GRADE LEVEL EXPECTATION	CD.18m.4.2.7.	<p>Point to or indicate an object, pay attention as the infant care teacher labels the object, and then try to repeat the label.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 18 months of age, children remember typical actions of people, the location of objects, and steps of routines.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.5.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.5.1.1.	<p>Get a blanket from the doll cradle because that is where baby blankets are usually stored, after the infant care teacher says, “The baby is tired. Where’s her blanket?”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
GRADE LEVEL EXPECTATION	CD.18m.5.1.3.	<p>Watch the infant care teacher placing a toy inside one of three pots with lids and reach for the correct lid when the teacher asks where the toy went.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge:</p>

		Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
GRADE LEVEL EXPECTATION	CD.18m.5.1.4.	<p>Continue to search for an object even though it is hidden under something distracting, such as a soft blanket or a crinkly piece of paper.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
GRADE LEVEL EXPECTATION	CD.18m.5.1.5.	<p>See a photo of a close family member and say his name or hug the photo.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
GRADE LEVEL EXPECTATION	CD.18m.5.1.6.	<p>Go to the cubby to get his blanket that is inside the diaper bag.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 18 months of age, children remember typical actions of people, the location of objects, and steps of routines.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.5.2.	Memory: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.5.2.1.	<p>Ask for a parent after morning drop-off.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	CD.18m.5.2.2.	<p>Reach in the infant care teacher's pocket after watching him hide a toy there.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
GRADE LEVEL EXPECTATION	CD.18m.5.2.3.	<p>Look or reach inside a container of small toys after seeing the infant care teacher take the toys off the table and put them in the container.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-</p>

		<p>direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
GRADE LEVEL EXPECTATION	CD.18m.5.2.4.	<p>Lift a scarf to search for a toy after seeing the infant care teacher hide it under the scarf.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate understanding that there are different amounts of things.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.6.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.6.1.2.	<p>Shake head “no” when offered more pasta.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
GRADE LEVEL EXPECTATION	CD.18m.6.1.3.	<p>Make a big pile of trucks and a little pile of trucks.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p>

		12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit
GRADE LEVEL EXPECTATION	CD.18m.6.1.4.	<p>Use hand motions or words to indicate “All gone” when finished eating.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
GRADE LEVEL EXPECTATION	CD.18m.6.1.5.	<p>Put three cars in a row.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		At around 18 months of age, children demonstrate understanding that there are different amounts of things.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.6.2.	Number Sense: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.6.2.1.	<p>Try to hold onto two toys with one hand while reaching for a third desired toy, even if not successful.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p>

		12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.7.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.7.1.4.	<p>Pack the baby doll's blanket, brush, bottle, and clothes into a backpack.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
GRADE LEVEL EXPECTATION	CD.18m.7.1.5.	<p>Match two identical toys; for example, find another fire truck when the infant care teacher asks, "Can you find a truck just like that one?"</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>

		<p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
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GRADE LEVEL EXPECTATION	CD.18m.7.1.6.	<p>Place all toy cars on one side of the rug and all blocks on the other side.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.7.2.	Classification: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.7.2.2.	Use two items that go together; for example, brush a doll's hair with a brush, put a spoon in a bowl, or use a hammer to pound an object.

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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GRADE LEVEL EXPECTATION	CD.18m.7.2.3.	<p>Put the red blocks together when the infant care teacher asks, “Which blocks go together?”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play.

FOUNDATION / PROFICIENCY LEVEL	CD.18m.8.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.8.1.1.	<p>Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
GRADE LEVEL EXPECTATION	CD.18m.8.1.2.	<p>Begin to engage in pretend play by using a play spoon to stir in the kitchen area.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
GRADE LEVEL EXPECTATION	CD.18m.8.1.3.	<p>Pretend that the banana is a telephone by picking it up, holding it to the ear, and saying, “Hi!”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
GRADE LEVEL EXPECTATION	CD.18m.8.1.4.	<p>Laugh at an older brother when he puts a bowl on his head like a hat.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
GRADE LEVEL EXPECTATION	CD.18m.8.1.5.	<p>Imitate a few steps of adult behavior during play; for example, pretend to feed the baby doll with the toy spoon and bowl.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
GRADE LEVEL EXPECTATION	CD.18m.8.1.6.	<p>Use a rectangular wooden block as a phone.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.8.2.	Symbolic Play: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.8.2.1.	<p>Use two items that go together; for example, brush a doll’s hair with brush, put a spoon in a bowl, or use a hammer to pound an object through a hole.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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GRADE LEVEL EXPECTATION	CD.18m.8.2.2.	<p>Use objects in pretend play the way they were intended to be used; for example, pretend to drink coffee or tea from play coffee cup.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.9.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.9.1.1.	<p>Expect favorite songs to be sung the same way each time and protest if the infant care teacher changes the words.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>

		<p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
GRADE LEVEL EXPECTATION	CD.18m.9.1.3.	<p>Nod and take the infant care teacher's hand when the teacher says, "I know you are sad because Shanti is using the book right now, and you would like a turn. Shall we go to the book basket and find another one to read together?"</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.9.2.	Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.18m.9.2.1.	<p>Pay attention to the infant care teacher's voice without being distracted by other noises in the room.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p>
GRADE LEVEL EXPECTATION	CD.18m.9.2.2.	<p>Focus on one toy or activity for a while when really interested.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p>

		<p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	CD.18m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines
EXPECTATION / SUBSTRAND		At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines.
FOUNDATION / PROFICIENCY LEVEL	CD.18m.10.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.18m.10.1.1.	<p>Go to the sink when the infant care teacher says that it is time to wash hands.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

GRADE LEVEL EXPECTATION	CD.18m.10.1.2.	<p>Get a tissue when the infant care teacher says, “Please go get a tissue. We need to wipe your nose.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
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GRADE LEVEL EXPECTATION	CD.18m.10.1.3.	<p>Move toward the door to the playground after seeing the infant care teacher put his coat on.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
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CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around 18 months of age, children use the information received from the senses to change the way they interact with the environment.
FOUNDATION / PROFICIENCY LEVEL	PMD.18m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	PMD.18m.1.1.1.	Adjust the way he is walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement.

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
GRADE LEVEL EXPECTATION	PMD.18m.1.1.2.	<p>Choose to sit on her bottom and slide down a steep hill rather than walk down it.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
GRADE LEVEL EXPECTATION	PMD.18m.1.1.3.	<p>Sway back and forth to the beat of a song while standing up.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
GRADE LEVEL EXPECTATION	PMD.18m.1.1.5.	<p>Spend a lot of time in the sandbox, burying a hand underneath a pile of sand.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.2 Engages in structured play using sand, soil, and mud</p>
GRADE LEVEL EXPECTATION	PMD.18m.1.1.6.	<p>Stop pouring sand into a bucket that is already full.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.2 Engages in structured play using sand, soil, and mud</p>

CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around 18 months of age, children use the information received from the senses to change the way they interact with the environment.
FOUNDATION / PROFICIENCY LEVEL	PMD.18m.1.2.	Perceptual Development: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	PMD.18m.1.2.4.	<p>Explore pegboard holes with a finger, then look around for something to fit in the holes.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	PMD.18m.1.2.5.	<p>Enjoy messy activities or show a dislike for messy activities.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
GRADE LEVEL EXPECTATION	PMD.18m.1.2.7.	<p>Crumple and tear paper.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
GRADE LEVEL EXPECTATION	PMD.18m.1.2.8.	<p>Stop crawling when he reaches the edge of the couch.</p> <p><u>Progress Monitoring Skills</u></p>

		12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space
GRADE LEVEL EXPECTATION	PMD.18m.1.2.9.	<p>Be able to remember where toys are stored in the classroom because she has crawled by them before.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.
FOUNDATION / PROFICIENCY LEVEL	PMD.18m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	PMD.18m.2.1.1.	<p>Stand on one foot, alone or with support.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
GRADE LEVEL EXPECTATION	PMD.18m.2.1.2.	<p>Walk sideways.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p>

		12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance
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GRADE LEVEL EXPECTATION	PMD.18m.2.1.3.	<p>Push a doll stroller or play shopping cart.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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GRADE LEVEL EXPECTATION	PMD.18m.2.1.4.	<p>Climb onto an adult-sized couch.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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GRADE LEVEL EXPECTATION	PMD.18m.2.1.5.	<p>Run.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.
FOUNDATION / PROFICIENCY LEVEL	PMD.18m.2.2.	Gross Motor: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	PMD.18m.2.2.1.	<p>Creep on hands and knees or hands and feet.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p>

		<p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
GRADE LEVEL EXPECTATION	PMD.18m.2.2.3.	<p>Cruise while holding onto furniture.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
GRADE LEVEL EXPECTATION	PMD.18m.2.2.4.	<p>Sit down from a standing position.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
GRADE LEVEL EXPECTATION	PMD.18m.2.2.5.	<p>Walk without support.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

GRADE LEVEL EXPECTATION	PMD.18m.2.2.7.	<p>Squat to explore a toy on the ground and then stand up.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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GRADE LEVEL EXPECTATION	PMD.18m.2.2.9.	<p>Get into a standing position without support.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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GRADE LEVEL EXPECTATION	PMD.18m.2.2.10.	<p>Crawl or creep up or down a few steps.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects.
FOUNDATION / PROFICIENCY LEVEL	PMD.18m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	PMD.18m.3.1.1.	<p>Hold a crayon between fingers and thumb.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

GRADE LEVEL EXPECTATION	PMD.18m.3.1.2.	Scribble with big arm movements.
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		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.1.3.	<p>Place pegs into a pegboard.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.1.4.	<p>Hold a toy with one hand and use the fingers of the other hand to explore it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.1.5.	<p>Point to the pictures of a book.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal</p>

		<p>gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.1.6.	<p>Place a stacking ring on the post.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.1.8.	<p>Use the wrists to rotate objects in order to explore all sides.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.1.9.	<p>Use one hand in opposition to the other.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (18 months)
PERFORMANCE STANDARD / MODE	PMD.18m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects.
FOUNDATION / PROFICIENCY LEVEL	PMD.18m.3.2.	Fine Motor: Behaviors leading up to the foundation (9 to 17 months). During this period, the child may:
GRADE LEVEL EXPECTATION	PMD.18m.3.2.1.	<p>Hold on to two blocks while reaching for another block.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.2.3.	<p>Drop a block into the wide opening of a large container.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress</p>

		Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination
GRADE LEVEL EXPECTATION	PMD.18m.3.2.4.	<p>Turn the pages of a board book.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.2.5.	<p>Use hands to follow along with some motions of a song, chant, or finger play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>

		<p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.2.6.	<p>Grasp onto and pull the string of a pull toy.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	PMD.18m.3.2.7.	<p>Point with the index finger.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
GRADE LEVEL EXPECTATION	PMD.18m.3.2.8.	Stack two to three small blocks into a tower. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination
GRADE LEVEL EXPECTATION	PMD.18m.3.2.9.	Unscrew the lid of a plastic jar. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers
GRADE LEVEL EXPECTATION	PMD.18m.3.2.10.	Put pieces of cereal inside a container with a small opening. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects

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