



Curriculum Alignment with

Arkansas Child Development and Early Learning Standards

Grade: **Ages 13 to 24 months** - Adopted: **2016**

STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	9-18.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		INTERACTIONS
DESCRIPTOR	9-18.SE1.1.1.	<p>Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</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 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: 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</p>
DESCRIPTOR	9-18.SE1.1.2.	<p>Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand</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 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 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: 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 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 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: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 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 12 to 24 Months: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	9-18.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		ATTACHMENT RELATIONSHIPS
DESCRIPTOR	9-18.SE1.1.3.	Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver) <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: 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

DESCRIPTOR	9-18.SE1.1.4.	Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety) <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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DESCRIPTOR	9-18.SE1.1.5.	Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty <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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STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	9-18.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		DEVELOPS FRIENDSHIPS
DESCRIPTOR	9-18.SE1.2.1.	Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing

		<p>participation in simple, brief back-and-forth interactions with peers</p> <p><u>Progress Monitoring Skills</u></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: 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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STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	9-18.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		STAGES OF PLAY
DESCRIPTOR	9-18.SE1.2.2.	<p>Begins to engage in parallel play (playing next to but not directly involved in another child's play)</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: 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>

STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	9-18.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION EXPRESSION
DESCRIPTOR	9-18.SE2.1.1.	<p>Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds</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: 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: 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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STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	9-18.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION REGULATION
DESCRIPTOR	9-18.SE2.1.2.	<p>Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)</p> <p><u>Progress Monitoring Skills</u></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: 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: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

DESCRIPTOR	9-18.SE2.1.3.	<p>Comforts self by seeking a special toy, object, or caregiver when upset</p> <p><u>Progress Monitoring Skills</u></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: 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: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE2.	Emotional Expression and Understanding

PERFORMANCE EXPECTATION	9-18.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMPATHY
DESCRIPTOR	9-18.SE2.2.1.	<p>Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)</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>

DESCRIPTOR	9-18.SE2.2.2.	<p>Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)</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>
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STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	9-18.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		CHARACTERISTICS OF SELF AND OTHERS
DESCRIPTOR	9-18.SE3.1.1.	<p>Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)</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 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: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 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: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>

STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	9-18.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		PREFERENCES
DESCRIPTOR	9-18.SE3.1.2.	<p>Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)</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 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>

STRAND / TOPIC	AR.9-18.SE.	Social and Emotional Development (9-18m)
CONTENT STANDARD	9-18.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	9-18.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SENSE OF AUTONOMY
DESCRIPTOR	9-18.SE3.2.1.	<p>Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)</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 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: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

DESCRIPTOR	9-18.SE3.2.2.	<p>Alternates between doing things independently and wanting help or comfort</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 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: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring</p>
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		<p>Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 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 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 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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STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR	9-18.CD1.1.1.	<p>Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>

DESCRIPTOR	9-18.CD1.1.2.	<p>Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)</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 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: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 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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STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES
DESCRIPTOR	9-18.CD1.1.3.	<p>Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)</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: 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: 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: 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: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</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>

STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		DETERMINATION
DESCRIPTOR	9-18.CD1.2.1.	<p>Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)</p> <p><u>Progress Monitoring Skills</u></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: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		TASK COMPLETION
DESCRIPTOR	9-18.CD1.2.2.	<p>Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time</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 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: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 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>

STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	9-18.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		ACCEPTANCE OF CHALLENGES
DESCRIPTOR	9-18.CD1.2.3.	<p>Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)</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 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 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 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 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 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 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 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting</p>

		and guidance, begins to slide, rotate, and flip objects to make them fit 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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STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		ATTENTION & ENGAGEMENT
DESCRIPTOR	9-18.CD2.1.1.	<p>Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 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 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>

DESCRIPTOR	9-18.CD2.1.2.	<p>Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)</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 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 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: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 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>
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		<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>
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STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		FLEXIBLE THINKING
DESCRIPTOR	9-18.CD2.2.1.	<p>Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</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: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</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>

STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.3.	Regulates impulses and behaviors
BENCHMARK / PROFICIENCY		IMPULSE CONTROL
DESCRIPTOR	9-18.CD2.3.1.	<p>Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)</p> <p><u>Progress Monitoring Skills</u></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: 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>

STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		SHORT-TERM & WORKING MEMORY

DESCRIPTOR	9-18.CD2.4.1.	Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves) <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
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STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD2.	Executive Function
PERFORMANCE EXPECTATION	9-18.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		LONG-TERM MEMORY
DESCRIPTOR	9-18.CD2.4.2.	Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat) <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 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: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects

DESCRIPTOR	9-18.CD2.4.3.	Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named) <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 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 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	9-18.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PROBLEM SOLVING
DESCRIPTOR	9-18.CD3.1.2.	Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience,

		<p>asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</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 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: 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: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	9-18.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		PRETEND PLAY
DESCRIPTOR	9-18.CD3.2.1.	<p>Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others</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>

STRAND / TOPIC	AR.9-18.CD.	Cognitive Development (9-18m)
CONTENT STANDARD	9-18.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	9-18.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		SYMBOLIC REPRESENTATION
DESCRIPTOR	9-18.CD3.2.2.	<p>Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)</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 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>

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH1.	Gross Motor
PERFORMANCE EXPECTATION	9-18.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		BODY MOVEMENT
DESCRIPTOR	9-18.PH1.1.1.	Shifts between lying down, sitting, and balancing on hands and knees

		<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
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STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH1.	Gross Motor
PERFORMANCE EXPECTATION	9-18.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		TRAVELING
DESCRIPTOR	9-18.PH1.1.2.	Moves from crawling to cruising to walking showing increasing coordination for each skill <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 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 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 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH1.	Gross Motor
PERFORMANCE EXPECTATION	9-18.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		CORE STABILITY
DESCRIPTOR	9-18.PH1.2.2.	Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, "freezes" while running) <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 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 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
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CONTENT STANDARD	9-18.PH1.	Gross Motor
PERFORMANCE EXPECTATION	9-18.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		THROWING
DESCRIPTOR	9-18.PH1.3.1.	<p>Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys</p> <p><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</p>

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH2.	Fine Motor
PERFORMANCE EXPECTATION	9-18.PH2.1.	Demonstrates fine-motor strength, control, and coordination
BENCHMARK / PROFICIENCY		HAND-EYE COORDINATION
DESCRIPTOR	9-18.PH2.1.1.	<p>Uses hand-eye coordination to reach for, touch, and explore properties of objects</p> <p><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</p>

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH2.	Fine Motor
PERFORMANCE EXPECTATION	9-18.PH2.1.	Demonstrates fine-motor strength, control, and coordination
BENCHMARK / PROFICIENCY		GRASP AND MANIPULATION
DESCRIPTOR	9-18.PH2.1.2.	<p>Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</p> <p><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</p>

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH2.	Fine Motor
PERFORMANCE EXPECTATION	9-18.PH2.2.	Adjusts grasp and coordinates movements to use tools

BENCHMARK / PROFICIENCY		WRITING & DRAWING TOOLS
DESCRIPTOR	9-18.PH2.2.2.	<p>Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</p> <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 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 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>

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	9-18.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		EXPLORATION OF FOOD EXPERIENCES
DESCRIPTOR	9-18.PH3.1.2.	<p>Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</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 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	9-18.PH3.2.	Shows awareness of safe behavior
BENCHMARK / PROFICIENCY		AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER
DESCRIPTOR	9-18.PH3.2.1.	<p>Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)</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 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

		12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	9-18.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		PARTICIPATION IN PHYSICAL ACTIVITY
DESCRIPTOR	9-18.PH3.3.1.	Shows interest and enjoyment in physical activity, movement games, and dances <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 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	9-18.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR	9-18.PH3.4.1.	Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged) <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 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: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 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 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: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 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 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate

STRAND / TOPIC	AR.9-18.PH.	Physical Development and Health (9-18m)
CONTENT STANDARD	9-18.PH3.	Health and Well-Being

PERFORMANCE EXPECTATION	9-18.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		PERSONAL CARE ROUTINES
DESCRIPTOR	9-18.PH3.4.3.	<p>Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)</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>

STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD1.	Receptive Language
PERFORMANCE EXPECTATION	9-18.LD1.1.	Understands and responds to language (in child's home language)
BENCHMARK / PROFICIENCY		VOCABULARY & LANGUAGE COMPREHENSION
DESCRIPTOR	9-18.LD1.1.1.	<p>Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life</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 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>

STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD1.	Receptive Language
PERFORMANCE EXPECTATION	9-18.LD1.1.	Understands and responds to language (in child's home language)
BENCHMARK / PROFICIENCY		FOLLOWS DIRECTIONS
DESCRIPTOR	9-18.LD1.1.2.	<p>Follows simple one- or two-word requests like "Wave bye-bye" with decreasing need for adult gestures</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 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: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 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 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</p>

		<p>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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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD2.	Expressive Language
PERFORMANCE EXPECTATION	9-18.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		EXPRESSIVE VOCABULARY
DESCRIPTOR	9-18.LD2.1.1.	<p>Begins to say a number of simple words (e.g., "nana," "go," "hi," and "leche" [milk in Spanish for dual language learners])</p> <p><u>Progress Monitoring Skills</u></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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD2.	Expressive Language
PERFORMANCE EXPECTATION	9-18.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		GRAMMAR & SENTENCE STRUCTURE
DESCRIPTOR	9-18.LD2.1.2.	<p>May combine two words to express a want or interest (e.g. says "go side" when wanting to go outside)</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: 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>

STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD3.	Communication Skills
PERFORMANCE EXPECTATION	9-18.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		CONVERSATIONS

DESCRIPTOR	9-18.LD3.1.1.	<p>Initiates interaction or “conversation” with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person</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 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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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD3.	Communication Skills
PERFORMANCE EXPECTATION	9-18.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		SOCIAL RULES OF LANGUAGE
DESCRIPTOR	9-18.LD3.1.2.	<p>Shows joint attention by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)</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 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 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: 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 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 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: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 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 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 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>

STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
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CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.1.1.	<p>Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</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: 17.1 Responds to language during conversations, songs, stories, or other experiences 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>
DESCRIPTOR	9-18.LD4.1.2.	<p>Pays attention to and observes other children and adults as English is spoken</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 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 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</p>
DESCRIPTOR	9-18.LD4.1.3.	<p>Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</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 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 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 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 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>
DESCRIPTOR	9-18.LD4.1.4.	<p>Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</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: 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: 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: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.1.5.	<p>Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</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: 17.1 Responds to language during conversations, songs, stories, or other experiences</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>

DESCRIPTOR	9-18.LD4.1.6.	<p>Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</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: 17.1 Responds to language during conversations, songs, stories, or other experiences</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>
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DESCRIPTOR	9-18.LD4.1.7.	<p>Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</p> <p><u>Progress Monitoring Skills</u></p> <p>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: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals</p>
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DESCRIPTOR	9-18.LD4.1.8.	<p>Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of</p>
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		<p>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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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.1.9.	<p>Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</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: 17.1 Responds to language during conversations, songs, stories, or other experiences</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>

DESCRIPTOR	9-18.LD4.1.10.	<p>Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</p> <p><u>Progress Monitoring Skills</u></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: 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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DESCRIPTOR	9-18.LD4.1.11.	<p>Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</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 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>
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DESCRIPTOR	9-18.LD4.1.12.	<p>Follows directions that involve a one- or two-step sequence, relying less on contextual cues</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</p>
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		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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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.1.13.	Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language <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

STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.1.14.	Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language <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

STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.1.15.	Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language <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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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.2.1.	<p>Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</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 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: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 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 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: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 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 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 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>

DESCRIPTOR	9-18.LD4.2.2.	<p>Repeats sounds and words in English</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 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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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

DESCRIPTOR	9-18.LD4.2.3.	<p>Combines nonverbal with some verbal communication to be understood by others</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 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: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 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 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: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 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 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 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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DESCRIPTOR	9-18.LD4.2.4.	<p>Engages in codeswitching during conversations</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>
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DESCRIPTOR	9-18.LD4.2.10.	<p>Uses “what” and “why” questions in English, sometimes with errors</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 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 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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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.2.11.	Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some

		mistakes <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
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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.2.17.	Listens to and converses in age appropriate way in home language <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

DESCRIPTOR	9-18.LD4.2.18.	Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language <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 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 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
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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.2.20.	Listens to and converses in age appropriate way in home language <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

DESCRIPTOR	9-18.LD4.2.21.	Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language <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 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 12 to 24 Months: 19- Uses non-verbal communication for a variety of
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		purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
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STRAND / TOPIC	AR.9-18.LD.	Language Development (9-18m)
CONTENT STANDARD	9-18.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	9-18.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	9-18.LD4.2.23.	<p>Listens to and converses in age appropriate way in home language</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>

DESCRIPTOR	9-18.LD4.2.24.	<p>Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</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 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 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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STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	9-18.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		ENGAGEMENT IN LITERACY EXPERIENCES
DESCRIPTOR	9-18.EL1.1.1.	<p>Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song</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 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 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 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 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 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>

STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	9-18.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		ENGAGEMENT WITH BOOKS AND STORIES
DESCRIPTOR	9-18.EL1.2.1.	<p>Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</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 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 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 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>

STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	9-18.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		EXPLORATION OF SOUNDS OF LANGUAGE
DESCRIPTOR	9-18.EL2.1.1.	<p>Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</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: 17.1 Responds to language during conversations, songs, stories, or other experiences 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>

DESCRIPTOR	9-18.EL2.1.2.	<p>Experiments with the sounds of language</p> <p><u>Progress Monitoring Skills</u> 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>
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STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	9-18.EL2.1.	Notices and manipulates the sounds of language
BENCHMARK / PROFICIENCY		RHYME
DESCRIPTOR	9-18.EL2.1.3.	<p>Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)</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> <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>
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STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	9-18.EL3.1.	Responds to features of books and print
BENCHMARK / PROFICIENCY		BOOK KNOWLEDGE
DESCRIPTOR	9-18.EL3.1.1.	<p>Explores books with all senses (e.g., sight, touch, even taste)</p> <p><u>Progress Monitoring Skills</u></p> <p>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>

STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	9-18.EL3.2.	Shows knowledge of the shapes, names, and sounds of letters
BENCHMARK / PROFICIENCY		ALPHABET KNOWLEDGE/LETTER-SOUND CONNECTIONS
DESCRIPTOR		<p>Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences; EL2.1 Notices and manipulates the sounds of language; EL3.1 Responds to features of books and print</p> <p><u>Progress Monitoring Skills</u></p> <p>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</p>

		<p>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>
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STRAND / TOPIC	AR.9-18.EL.	Emergent Literacy (9-18m)
CONTENT STANDARD	9-18.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	9-18.EL3.3.	Demonstrates emergent writing skills
BENCHMARK / PROFICIENCY		PRE-WRITING EXPLORATION
DESCRIPTOR	9-18.EL3.3.1.	<p>Explores writing tools and movements, making scribble marks with increasing control</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>

STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	9-18.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		NUMBER NAMES & COUNT SEQUENCE
DESCRIPTOR	9-18.MT1.1.1.	<p>Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)</p> <p><u>Progress Monitoring Skills</u></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: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount</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>

STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	9-18.MT1.2.	Explores combining and separating groups (numerical operations)
BENCHMARK / PROFICIENCY		ADDITION & SUBTRACTION

DESCRIPTOR	9-18.MT1.2.2.	<p>With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 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 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>
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STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	9-18.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		CLASSIFICATION
DESCRIPTOR	9-18.MT2.1.1.	<p>Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 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 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>

DESCRIPTOR	9-18.MT2.1.2.	<p>Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting</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 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill:</p>
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		<p>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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STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	9-18.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		PATTERNING
DESCRIPTOR	9-18.MT2.1.3.	<p>Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)</p> <p><u>Progress Monitoring Skills</u></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> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</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: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

DESCRIPTOR	9-18.MT2.1.4.	<p>Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, "Black, white, black, white.")</p> <p><u>Progress Monitoring Skills</u></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: 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</p>
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		of one characteristic through trial and error 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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STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT3.	Measurement and Comparison
PERFORMANCE EXPECTATION	9-18.MT3.1.	Participates in exploratory measurement activities and compares objects
BENCHMARK / PROFICIENCY		MEASUREMENT
DESCRIPTOR	9-18.MT3.1.1.	<p>Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)</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 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 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately 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 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 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 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>

STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT4.	Geometry and Spatial Sense
PERFORMANCE EXPECTATION	9-18.MT4.1.	Explores and describes shapes and spatial relationships
BENCHMARK / PROFICIENCY		SHAPE KNOWLEDGE
DESCRIPTOR	9-18.MT4.1.1.	<p>Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., ▲ and ►)</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 12 to 24 Months: 26- Manipulates, compares, and describes</p>

		<p>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: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</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: 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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STRAND / TOPIC	AR.9-18.MT.	Mathematical Thinking (9-18m)
CONTENT STANDARD	9-18.MT4.	Geometry and Spatial Sense
PERFORMANCE EXPECTATION	9-18.MT4.1.	Explores and describes shapes and spatial relationships
BENCHMARK / PROFICIENCY		SPATIAL SENSE
DESCRIPTOR	9-18.MT4.1.2.	<p>Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)</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>

DESCRIPTOR	9-18.MT4.1.3.	<p>Responds to and uses basic spatial directions (e.g., "reach up," "slide down") and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures</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: 29.2 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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STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST1.	Scientific Practices

PERFORMANCE EXPECTATION	9-18.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		OBSERVATIONS, QUESTIONS, & PREDICTIONS
DESCRIPTOR	9-18.ST1.1.1.	<p>Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>

STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	9-18.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		INVESTIGATION & HYPOTHESIS TESTING
DESCRIPTOR	9-18.ST1.1.2.	<p>Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)</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 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>

STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	9-18.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		SYSTEM PARTS & WHOLE
DESCRIPTOR	9-18.ST2.1.1.	<p>Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")</p> <p><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</p>

STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
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CONTENT STANDARD	9-18.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	9-18.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE
DESCRIPTOR	9-18.ST2.1.3.	<p>Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)</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 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: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		LIVING THINGS
DESCRIPTOR	9-18.ST3.1.1.	<p>Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 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>

STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT
DESCRIPTOR	9-18.ST3.1.2.	<p>Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</p> <p><u>Progress Monitoring Skills</u> 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>

DESCRIPTOR	9-18.ST3.1.3.	<p>Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)</p> <p><u>Progress Monitoring Skills</u></p>
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		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
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STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR	9-18.ST3.1.4.	Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures) <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 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		KNOWLEDGE & USE OF TOOLS
DESCRIPTOR	9-18.ST3.2.1.	Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair) <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

STRAND / TOPIC	AR.9-18.ST.	Science and Technology (9-18m)
CONTENT STANDARD	9-18.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	9-18.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		TECHNOLOGY HANDLING
DESCRIPTOR	9-18.ST3.3.1.	Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

STRAND / TOPIC	AR.9-18.SS.	Social Studies (9-18m)
CONTENT STANDARD	9-18.SS1.	Family, Community, and Culture

PERFORMANCE EXPECTATION	9-18.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		LEARNING COMMUNITY/FAMILY & CULTURAL IDENTITY/AWARENESS OF ROLES IN SOCIETY
DESCRIPTOR		<p>Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: SE1.1 Forms trusting relationships with nurturing adults; SE1.2 Interacts with peers; SE3.1 Shows awareness of self as unique individual; CD 3.2 Engages in symbolic and abstract thinking</p> <p><u>Progress Monitoring Skills</u></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: 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: 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: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</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: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions</p> <p>differences and similarities between self and others</p>

STRAND / TOPIC	AR.9-18.SS.	Social Studies (9-18m)
CONTENT STANDARD	9-18.SS2.	History and Geography
PERFORMANCE EXPECTATION	9-18.SS2.1.	Shows awareness of sequence and change over time
BENCHMARK / PROFICIENCY		AWARENESS OF PAST & FUTURE
DESCRIPTOR	9-18.SS2.1.1.	<p>Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events</p>

STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA1.	Music and Movement
PERFORMANCE EXPECTATION	9-18.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		EXPLORATION OF MUSIC & MOVEMENT
DESCRIPTOR	9-18.CA1.1.1.	<p>Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)</p> <p><u>Progress Monitoring Skills</u> 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>

DESCRIPTOR	9-18.CA1.1.2.	<p>Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
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STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA1.	Music and Movement
PERFORMANCE EXPECTATION	9-18.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSIC & MOVEMENT CONCEPTS
DESCRIPTOR	9-18.CA1.1.3.	<p>Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</p> <p><u>Progress Monitoring Skills</u> 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>

STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA1.	Music and Movement
PERFORMANCE EXPECTATION	9-18.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSICAL EXPRESSION & APPRECIATION
DESCRIPTOR	9-18.CA1.1.4.	<p>Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)</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 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 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</p>

		<p>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>
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STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA2.	Visual Arts
PERFORMANCE EXPECTATION	9-18.CA2.1.	Explores, manipulates, creates, and responds to a variety of art media
BENCHMARK / PROFICIENCY		EXPLORATION OF ART
DESCRIPTOR	9-18.CA2.1.1.	<p>Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)</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>

STRAND / TOPIC	AR.9-18.CA.	Creativity and Aesthetics (9-18m)
CONTENT STANDARD	9-18.CA3.	Drama
PERFORMANCE EXPECTATION	9-18.CA3.1.	Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play
BENCHMARK / PROFICIENCY		EXPLORATION OF DRAMA
DESCRIPTOR	9-18.CA3.1.1.	<p>Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)</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>