



Curriculum Alignment with

Arizona Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2012**

STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.1.	Trust and Emotional Security
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.1.1.	INDICATORS of developing trust and emotional security
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.1.1.	Engages in behaviors that build relationships with familiar adults <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.1.2.	Shows preference for familiar adults <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.1.3.	Responds to unfamiliar adults cautiously <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.1.4.	Seeks to find comfort in new situations <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.1.5.	Shows emotional connection and attachment to others <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.1.	Trust and Emotional Security
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.1.2.	EXAMPLES of behaviors that show development of trust and emotional security
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.2.1.	Looks intently at familiar human faces <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.2.2.	Follows movement of caregiver about the room with eyes <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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		Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.2.3.	Accepts comfort by familiar caregiver when tired, hungry or upset <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.2.4.	Responds with smiles and cooing when picked up by familiar caregiver <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.2.6.	Looks at caregiver's face while being held for feeding <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.1.2.7.	Looks for familiar caregiver when tired, hungry or upset. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.2.	Self-Awareness
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.2.1.	INDICATORS of developing self-awareness
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.2.1.1.	Expresses feelings and emotions through facial expressions, sounds or gestures <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:

OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.2.1.2.	Develops awareness of self as separate from others <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.2.1.3.	Shows confidence in increasing abilities <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
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STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.2.	Self-Awareness

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.2.2.	EXAMPLES of behaviors that show development of self-awareness
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.2.2.1.	<p>Stares at own hands or feet as they move</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.2.2.2.	<p>Expresses feelings of comfort, discomfort, enjoyment or unhappiness</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.2.2.4.	<p>Attends to other people's faces and pictures or drawings of faces</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.2.2.5.	<p>Looks for familiar caregiver when tired, hungry or upset.</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:</p>
STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.3.	Self-Regulation
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.3.1.	INDICATORS of developing self- regulation
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.1.1.	<p>Begins to manage own behavior and show self-regulation</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.1.2.	<p>Shows ability to cope with stress</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.1.3.	<p>Shows increasing independence</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:</p>

OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.1.4.	Understands simple routines, rules or limitations <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.3.	Self-Regulation
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.3.2.	EXAMPLES of behaviors that show development of self-regulation
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.2.1.	Expects a response from a caregiver when crying or upset <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.2.2.	Stops crying when held and gently rocked or talked to by familiar caregiver <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.2.3.	Sucks fist, thumb or pacifier for calming down when upset <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.2.4.	Looks for familiar caregiver, favorite toy or blanket <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.3.2.5.	Opens mouth for spoon while being fed by caregiver. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.4.	Relationships with Other Children
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.4.1.	INDICATORS of developing relationships with other children
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.1.1.	Shows interest in and awareness of other children <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.1.2.	Responds to and interacts with other children <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to
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		play: Infants: 16- Develops relationships with peers:
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.1.3.	Begins to recognize and respond to other children's feelings and emotions <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.1.4.	Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.1.5.	Uses imitation or pretend play to learn new roles and relationships <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
STRAND	AZ.I.SED.	Social and Emotional Development – Birth to 8 months
CONCEPT / STANDARD	I.SED.4.	Relationships with Other Children
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	I.SED.4.2.	EXAMPLES of behaviors that show development of relationships with Other Children
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.2.1.	Watches other children from a distance or listens to other children <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.2.2.	Quiets down and smiles when hears name spoken by familiar person <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.2.3.	Starts to cry when other children in the room are crying <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.2.4.	<p>Vocalizes or gets excited when near other children</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
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OBJECTIVE / GRADE LEVEL EXPECTATION	I.SED.4.2.5.	<p>Looks at and watches another child who is crying or upset Imitates facial expressions during games with other children and caregiver.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 16- Develops relationships with peers: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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STRAND	AZ.II.AL.	Approaches to Learning – Birth to 8 months
CONCEPT / STANDARD	II.AL.1.	INDICATORS of Persistence
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.1.1.	<p>Begins noticing people, events, and things</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.1.2.	<p>Pay attention briefly and try to reproduce interesting and pleasurable effects and events</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.1.3.	<p>Watches what others do, begin to pretend, and use materials in new and different ways</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.1.4.	Developing confidence; trying new things and taking risks <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.1.5.	Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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STRAND	AZ.II.AL.	Approaches to Learning – Birth to 8 months
CONCEPT / STANDARD	II.AL.2.	INDICATORS of Initiative and Curiosity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.2.1.	Shows awareness of and interest in the environment <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.2.2.	Engage in and actively explores self, objects, and surroundings <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.2.3.	Demonstrate ability to initiate activities <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.2.4.	Shows eagerness and curiosity as a learner <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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STRAND	AZ.II.AL.	Approaches to Learning – Birth to 8 months
CONCEPT / STANDARD	II.AL.3.	INDICATORS of Creativity and Inventiveness
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.3.1.	Notice and show interest in and excitement with familiar objects, people and events <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and

		imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.3.2.	Approach and explore new experiences in familiar settings <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.3.3.	Delight in finding new properties and uses for familiar objects and experiences <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.3.4.	Pretend and use imagination during play <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
STRAND	AZ.II.AL.	Approaches to Learning – Birth to 8 months
CONCEPT / STANDARD	II.AL.4.	INDICATORS of Reasoning and Problem Solving
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.4.1.	Use sounds, gestures and movements to impact the environment and interactions <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.4.2.	Explore object characteristics in many different ways <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 47- Demonstrates problem-solving skills:

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.4.3.	Behave in consistent ways to elicit desired response <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.4.4.	Realize that people exist even when out of view <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.4.5.	Use objects as intended <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
STRAND	AZ.II.AL.	Approaches to Learning – Birth to 8 months
CONCEPT / STANDARD	II.AL.5.	EXAMPLES of behaviors that show development of approaches to learning
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.1.	Provide opportunities to play with other children in a variety of settings <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.2.	Support toddler's interactions with other children and acknowledge sharing and helping behaviors <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.3.	Shows interest in themselves (watch own hands, play with own feet) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.4.	Reacts positively to caregiver's face, voice, touch, or actions (smile or gaze at caregiver, make sounds, move body) <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.6.	Enjoys repeating actions to make something happen again <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:

		Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.7.	Enjoy repetitive playing games with primary adult <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.8.	Push a ball to watch it roll or pull a knob to make a bell ring <u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.9.	Gets upset when the expected does not happen <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.10.	Drop toys repeatedly to play the “pick-up” game <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	II.AL.5.11.	Begins to express likes and dislikes <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
STRAND	AZ.III.LDC.	Language Development and Communication – Birth to 8 months
CONCEPT / STANDARD	III.LDC.1.	Listening and Understanding
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	III.LDC.1.1.	INDICATORS of developing listening and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.1.1.3.	Responds to verbal communication of others <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.1.1.5.	<p>Begins to understand gestures, words, questions or routines</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 14- Demonstrates self-control:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 40- Understands the passage of time and how events are related:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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STRAND	AZ.III.LDC.	Language Development and Communication – Birth to 8 months
CONCEPT / STANDARD	III.LDC.1.	Listening and Understanding
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	III.LDC.1.2.	EXAMPLES of behaviors that show development of listening and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.1.2.1.	<p>Quiets down and turns head toward a familiar voice or sound</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.1.2.3.	<p>Smiles when spoken to or when greeted with a smiling face</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.1.2.4.	<p>Responds to tone of voice, such as becoming excited or soothed when engaged in conversation</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.1.2.5.	<p>Lifts arms when caregiver gestures or says "Up" while picking up baby</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p>
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		<p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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STRAND	AZ.III.LDC.	Language Development and Communication – Birth to 8 months
CONCEPT / STANDARD	III.LDC.2.	Communicating and Speaking
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	III.LDC.2.1.	INDICATORS of developing communication and speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.2.1.1.	<p>Uses sounds, gestures or actions to express needs and wants</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>

OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.2.1.2.	<p>Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STRAND	AZ.III.LDC.	Language Development and Communication – Birth to 8 months
CONCEPT / STANDARD	III.LDC.2.	Communicating and Speaking
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	III.LDC.2.2.	EXAMPLES of behaviors that show development of communicating and speaking
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.2.2.1.	<p>Uses different types of cries for expressing hunger, discomfort, fear and other emotions</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 01-Practices healthy and safe habits:</p> <p>Infants: 02- Participates in activities related to nutrition:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.2.2.2.	<p>Plays with making different sounds Makes sounds of pleasure and/or discomfort when caregiver is present</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p>
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		Infants: 19- Uses nonverbal communication for a variety of purposes:
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.2.2.3.	<p>Makes cooing sounds and other sounds of home languages Imitates vowel sounds, such as “ah” or “oh” or “oo” Smiles or vocalizes to initiate social contact with familiar caregiver</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.2.2.4.	<p>Takes turns by making sounds in response to adult talking with baby</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
STRAND	AZ.III.LDC.	Language Development and Communication – Birth to 8 months
CONCEPT / STANDARD	III.LDC.3.	Emergent Literacy
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	III.LDC.3.1.	INDICATORS of developing emergent literacy
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.3.1.1.	<p>Shows interest in songs, rhymes and stories</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.3.1.2.	<p>Shows interest in photos, pictures and drawings</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
STRAND	AZ.III.LDC.	Language Development and Communication – Birth to 8 months
CONCEPT / STANDARD	III.LDC.3.	Emergent Literacy

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	III.LDC.3.2.	EXAMPLES of behaviors that show development of emergent literacy
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.3.2.1.	Kicks feet or moves arms in response to rhythm of music <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.3.2.2.	Looks at and attends to pictures of other babies or faces <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.3.2.3.	Looks at books, pats the pictures or brings book to mouth <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.3.2.4.	Listens and attends to repetitions of familiar words, songs or rhymes <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
OBJECTIVE / GRADE LEVEL EXPECTATION	III.LDC.3.2.5.	Hits buttons with pictures on toys to hear or reproduce sounds <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.1.	Exploration and Discovery
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.1.1.	INDICATORS of developing exploration and discovery
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.1.1.	Pays attention to people and objects <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and

		<p>imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.1.2.	<p>Uses senses to explore people, objects and the environment</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.1.3.	<p>Attends to colors, shapes, patterns or pictures</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.1.4.	<p>Shows interest and curiosity in new people and objects</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.1.5.	<p>Makes things happen and watches for results or repeats action</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p>
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.1.	Exploration and Discovery
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.1.2.	EXAMPLES of behaviors that show development of exploration and discovery
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.2.1.	<p>Focuses on caregiver's voice or face during feeding times</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

		<p>Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.2.2.	<p>Attends to colors and lights or notices patterns and shapes</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.2.3.	<p>Puts almost everything in mouth to explore, touch and taste</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.2.4.	<p>Turns head and follows with eyes when a new person enters the room</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.2.5.	<p>Reaches toward a new toy, grasps it and explores it by turning it over and over</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.1.2.6.	<p>Swipes or kicks at toy above the crib and repeats actions to make it move again and again</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.2.	Memory

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.2.1.	INDICATORS of developing memory
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.2.1.1.	Shows ability to acquire and process new information <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.2.1.3.	Recalls and uses information in new situations <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.2.	Memory
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.2.2.	EXAMPLES of behaviors that show development of memory
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.2.2.1.	Stares intently at new faces or objects <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.3.	Problem Solving
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.3.1.	INDICATORS of developing problem solving
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.1.1.	Experiments with different uses for objects <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.1.2.	Shows imagination and creativity in solving problems <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.1.3.	Uses a variety of strategies to solve problems <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.1.4.	Applies knowledge to new situations <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.3.	Problem Solving

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.3.2.	EXAMPLES of behaviors that show development of problem solving
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.2.1.	Brings toy to mouth to taste it and explore it <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.2.2.	Hits, shakes or kicks toy to make and/or reproduce sounds <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.2.3.	Turns toy over and over to look at it and examine it <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.2.4.	Rolls over to get a toy on the other side or just out of reach <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.2.5.	Moves body up and down to get caregiver to continue the bouncing on caregiver's knee <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.3.2.6.	Drops toy repeatedly and waits for someone to pick it up <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.4.	Imitation and Symbolic Play
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.4.1.	INDICATORS of developing imitation and symbolic play
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.4.1.1.	Observes and imitates sounds, gestures or behaviors <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.4.1.2.	<p>Uses objects in new ways or in pretend play</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.4.1.3.	<p>Uses imitation or pretend play to express creativity and imagination</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
STRAND	AZ.IV.CD.	Cognitive Development – Birth to 8 months
CONCEPT / STANDARD	IV.CD.4.	Imitation and Symbolic Play
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	IV.CD.4.2.	EXAMPLES of behaviors that show development of imitation and symbolic play
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.4.2.1.	<p>Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.4.2.2.	<p>Imitates faces or sounds that familiar caregiver makes</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.4.2.3.	<p>Imitates shaking or patting a toy or other object</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	IV.CD.4.2.4.	<p>Coos, squeals or laughs when familiar caregiver talks and plays games with baby</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:</p>

		<p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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STRAND	AZ.V.PMD.	Physical and Motor Development – Birth to 8 months
CONCEPT / STANDARD	V.PMD.1.	Gross Motor Development
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	V.PMD.1.1.	INDICATORS of gross motor development
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.1.1.	<p>Moves body, arms and legs with coordination</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.1.2.	<p>Demonstrates large muscle balance, stability, control and coordination</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 05- Develops gross-motor skills:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.1.3.	<p>Develops increasing ability to change positions and move body from place to place</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.1.4.	<p>Moves body with purpose to achieve a goal</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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STRAND	AZ.V.PMD.	Physical and Motor Development – Birth to 8 months
CONCEPT / STANDARD	V.PMD.1.	Gross Motor Development
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	V.PMD.1.2.	EXAMPLES of behaviors that show gross motor development
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.2.1.	<p>Turns head from side to side and makes repetitive motions with arms and legs</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.2.2.	Holds head up when placed on stomach <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.2.3.	Rolls over and over to get closer to a toy <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.1.2.4.	Uses arms and legs to move forward or backward when on stomach or back <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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STRAND	AZ.V.PMD.	Physical and Motor Development – Birth to 8 months
CONCEPT / STANDARD	V.PMD.2.	Fine Motor Development
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	V.PMD.2.1.	INDICATORS of fine motor development
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.1.1.	Uses hands or feet to make contact with objects or people <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.1.2.	Develops small muscle control and coordination <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.1.3.	Coordinates eye and hand movements <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.1.4.	Uses different actions on objects <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.1.5.	Controls small muscles in hands when doing simple tasks <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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STRAND	AZ.V.PMD.	Physical and Motor Development – Birth to 8 months
CONCEPT / STANDARD	V.PMD.2.	Fine Motor Development

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	V.PMD.2.2.	EXAMPLES of behaviors that show fine motor development
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.2.2.	<p>Grasps a finger or small toy placed in hand</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.2.3.	<p>Looks at an object in hand while bringing it to mouth</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.2.4.	<p>Looks at brightly colored socks while moving or kicking feet</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.2.2.5.	<p>Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:</p>
STRAND	AZ.V.PMD.	Physical and Motor Development – Birth to 8 months
CONCEPT / STANDARD	V.PMD.3.	Physical Health and Well-Being
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	V.PMD.3.1.	INDICATORS of developing physical health and well-being
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.1.2.	<p>Responds when physical needs are met</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.1.3.	<p>Expresses physical needs nonverbally or verbally</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.1.4.	Participates in physical care routines

		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.1.5.	Begins to develop self-help skills <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.1.6.	Begins to understand safe and unsafe behaviors <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
STRAND	AZ.V.PMD.	Physical and Motor Development – Birth to 8 months
CONCEPT / STANDARD	V.PMD.3.	Physical Health and Well-Being
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	V.PMD.3.2.	EXAMPLES of behaviors that show development of physical health and well-being
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.2.1.	Demonstrates visual and auditory abilities to facilitate learning and development <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.2.2.	Startles or cries when hears sudden loud noises <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.2.4.	Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.2.5.	Coos, smiles or plays with caregiver after being fed or after getting a dry diaper <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.2.6.	Lifts arms when getting shirt put on or off <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
OBJECTIVE / GRADE LEVEL EXPECTATION	V.PMD.3.2.7.	Places hands on bottle while being fed <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

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