



# Curriculum Alignment with

# California Preschool Learning Foundations

Grade: **Ages Birth to 12 months** - Adopted: **2009**

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.1.1.1.	Attend to an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:

GRADE LEVEL EXPECTATION	SED.8m.1.1.2.	Take the infant care teacher's hands and rock forward and backwards as a way of asking her to sing a favorite song.  <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:
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GRADE LEVEL EXPECTATION	SED.8m.1.1.3.	Engage in games such as pat-a-cake and peek-a-boo.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 44- Uses dramatic play to express creativity:
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GRADE LEVEL EXPECTATION	SED.8m.1.1.5.	Vocalize to get an infant care teacher's attention.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.1.2.	Interactions with Adults: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.1.2.1.	Engage in playful, face-to-face interactions with an adult, such as taking turns vocalizing and then smiling or laughing.

		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.1.2.2.	Begin to protest separations from significant adults.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.2.1.1.	Seek comfort from the infant care teacher by crying and looking for him.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.2.1.2.	Cry out or follow after a parent when dropped off at the child care program.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.2.1.3.	Lift her arms to be picked up by the special infant care teacher.  <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: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	SED.8m.2.1.4.	Crawl toward a parent when startled by a loud noise.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.2.1.5.	Turn excitedly and raise his arms to greet a family member at pick-up time.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)

PERFORMANCE STANDARD / MODE	SED.8m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION / SUBSTRAND		At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.2.2.	Relationships with Adults: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.2.2.1.	Hold on to a parent's sweater when being held.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE LEVEL EXPECTATION	SED.8m.2.2.2.	Babble back and forth with the infant care teacher.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	SED.8m.2.2.3.	Be more likely to smile when approached by the infant care teacher than a stranger.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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GRADE LEVEL EXPECTATION	SED.8m.2.2.4.	Cry when an unfamiliar adult gets too close.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.3.1.1.	Watch other children with interest.  <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:

GRADE LEVEL EXPECTATION	SED.8m.3.1.2.	Touch the eyes or hair of a peer.  <u>Progress Monitoring Skills</u>
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		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:
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GRADE LEVEL EXPECTATION	SED.8m.3.1.3.	Attend to a crying peer with a serious expression.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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GRADE LEVEL EXPECTATION	SED.8m.3.1.4.	Laugh when an older sibling or peer makes a funny face.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.3.2.	Interactions with Peers: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.3.2.1.	Notice other infants and children while sitting on a parent's or infant care teacher's lap.  <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:

GRADE LEVEL EXPECTATION	SED.8m.3.2.2.	Cry when hearing another baby cry.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time
EXPECTATION / SUBSTRAND		At around eight months of age, children show interest in familiar and unfamiliar children.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.4.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.4.1.1.	Watch other children with interest.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction:

		<p>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>
GRADE LEVEL EXPECTATION	SED.8m.4.1.2.	<p>Touch the eyes or hair of a peer.</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>
GRADE LEVEL EXPECTATION	SED.8m.4.1.3.	<p>Attend to a crying peer with a serious expression.</p> <p><u>Progress Monitoring Skills</u>  Infants: 16- Develops relationships with peers:</p>
GRADE LEVEL EXPECTATION	SED.8m.4.1.4.	<p>Laugh when an older sibling or peer makes a funny face.</p> <p><u>Progress Monitoring Skills</u>  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:</p>
GRADE LEVEL EXPECTATION	SED.8m.4.1.5.	<p>Try to get the attention of another child by smiling at him or babbling to him.</p> <p><u>Progress Monitoring Skills</u>  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:</p>
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.4.	Foundation: Relationships with Peers – The development of relationships with certain peers through interactions over time
EXPECTATION / SUBSTRAND		At around eight months of age, children show interest in familiar and unfamiliar children.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.4.2.	Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.4.2.1.	<p>Look at another child who is lying on the blanket nearby.</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>
GRADE LEVEL EXPECTATION	SED.8m.4.2.2.	Turn toward the voice of a parent or older sibling.

		<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:
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.SED.</b>	<b>SOCIAL-EMOTIONAL DEVELOPMENT (8 months)</b>
<b>PERFORMANCE STANDARD / MODE</b>	SED.8m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
<b>EXPECTATION / SUBSTRAND</b>		At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves.
<b>FOUNDATION / PROFICIENCY LEVEL</b>	SED.8m.5.1.	For example, the child may:
<b>GRADE LEVEL EXPECTATION</b>	SED.8m.5.1.3.	Look at an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:

<b>GRADE LEVEL EXPECTATION</b>	SED.8m.5.1.4.	Wave arms and kick legs when a parent enters the room.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>GRADE LEVEL EXPECTATION</b>	SED.8m.5.1.5.	Cry when the favorite infant care teacher leaves the room.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.SED.</b>	<b>SOCIAL-EMOTIONAL DEVELOPMENT (8 months)</b>
<b>PERFORMANCE STANDARD / MODE</b>	SED.8m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
<b>EXPECTATION / SUBSTRAND</b>		At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves.
<b>FOUNDATION / PROFICIENCY LEVEL</b>	SED.8m.5.2.	Identity of Self in Relation to Others: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
<b>GRADE LEVEL EXPECTATION</b>	SED.8m.5.2.1.	Use hands to explore different parts of the body.  <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

<b>GRADE LEVEL EXPECTATION</b>	SED.8m.5.2.2.	Examine her own hands and a parent's hands.  <u>Progress Monitoring Skills</u>
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		Infants: 33- Demonstrates knowledge related to living things and their environment:
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GRADE LEVEL EXPECTATION	SED.8m.5.2.3.	Watch or listen for the infant care teacher to come to meet the child's needs.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children understand that they are able to make things happen.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.6.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.6.1.1.	Pat a musical toy to try to make the music come on again.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

GRADE LEVEL EXPECTATION	SED.8m.6.1.2.	Raise arms to be picked up by the infant care teacher.  <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: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	SED.8m.6.1.3.	Initiate a favorite game; for example, hold out a foot to a parent to start a game of "This Little Piggy."  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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GRADE LEVEL EXPECTATION	SED.8m.6.1.4.	Gesture at a book and smile with satisfaction after the infant care teacher gets it down from the shelf.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children understand that they are able to make things happen.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.6.2.	Recognition of Ability: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.6.2.1.	Try again and again to roll over, even though not yet able to roll completely over.



		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	SED.8m.6.2.3.	Shake a toy, hear it make noise, and shake it again.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	SED.8m.6.2.4.	Stop crying upon seeing the infant care teacher approach with a bottle.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.7.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.7.1.1.	Exhibit wariness, cry, or turn away when a stranger approaches.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.7.1.2.	Be more likely to react with anger than just distress when accidentally hurt by another child.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.7.1.3.	Express fear of unfamiliar people by moving near a familiar infant care teacher.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.7.1.4.	Stop crying and snuggle after being picked up by a parent.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.7.1.5.	Show surprise when the infant care teacher removes the blanket covering her face to start a game of peek-a-boo.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 44- Uses dramatic play to express creativity:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)

PERFORMANCE STANDARD / MODE	SED.8m.7.	Foundation: Expression of Emotion – The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words
EXPECTATION / SUBSTRAND		At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.7.2.	Expression of Emotion: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.7.2.1.	Get frustrated or angry when unable to reach a toy.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

GRADE LEVEL EXPECTATION	SED.8m.7.2.2.	Express joy by squealing.  <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:
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GRADE LEVEL EXPECTATION	SED.8m.7.2.3.	Frown and make noises to indicate frustration.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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GRADE LEVEL EXPECTATION	SED.8m.7.2.4.	Be surprised when something unexpected happens.  <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:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		At around eight months of age, children demonstrate awareness of others' feelings by reacting to their emotional expressions.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.8.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.8.1.1.	Stop playing and look at a child who is crying.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.8.1.2.	Laugh when an older sibling or peer makes a funny face.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.8.1.3.	Return the smile of the infant care teacher.

		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.8.1.4.	Grimace when another child cries.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		At around eight months of age, children demonstrate awareness of others' feelings by reacting to their emotional expressions.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.8.2.	Empathy: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.8.2.1.	Cry when hearing another baby cry.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.9.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.9.1.1.	Turn away from an overstimulating activity.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.9.1.2.	Vocalize to get a parent's attention.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.9.1.3.	Lift arms to the infant care teacher to communicate a desire to be held.  <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: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	SED.8m.9.1.4.	Turn toward the infant care teacher for assistance when crying.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE LEVEL EXPECTATION	SED.8m.9.1.6.	Reach toward a bottle that is up on the counter and vocalize when hungry.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
GRADE LEVEL EXPECTATION	SED.8m.9.1.7.	Make a face of disgust to tell the infant care teacher that he does not want any more food.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition: 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:
GRADE LEVEL EXPECTATION	SED.8m.9.1.8.	Bump head, cry, and look to infant care teacher for comfort.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.9.1.9.	Suck on a thumb to make self feel better.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.9.1.10.	Look at the infant care teacher when an unfamiliar person enters the room.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.9.2.	Emotion Regulation: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.9.2.1.	Suck on hands, focus on an interesting toy, or move the body in a rocking motion to calm self.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.9.2.2.	Cry inconsolably less often than in the early months.  <u>Progress Monitoring Skills</u>

		Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.9.2.3.	Calm self by sucking on fingers or hands.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.9.2.4.	Be able to inhibit some negative emotions.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.9.2.5.	Shift attention away from a distressing event onto an object, as a way of managing emotions.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.9.2.6.	Fall asleep when feeling overwhelmed.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.SED.</b>	<b>SOCIAL-EMOTIONAL DEVELOPMENT (8 months)</b>
<b>PERFORMANCE STANDARD / MODE</b>	SED.8m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules At around eight months of age, children act on impulses.
<b>EXPECTATION / SUBSTRAND</b>		
<b>FOUNDATION / PROFICIENCY LEVEL</b>	SED.8m.10.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.10.1.1.	Explore the feel of hair by pulling it.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.10.1.2.	Reach for an interesting toy that another child is mouthing.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.10.1.3.	Reach for another child's bottle that was just set down nearby.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.10.1.4.	Turn the head away or push the bottle away when finished eating.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		At around eight months of age, children act on impulses.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.10.2.	Impulse Control: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.10.2.1.	Cry when hungry or tired.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

GRADE LEVEL EXPECTATION	SED.8m.10.2.2.	Fall asleep when tired.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another's attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.11.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.11.1.1.	Smile when the infant care teacher pauses, to get her to continue playing peek-a-boo or pat-a-cake.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity:

GRADE LEVEL EXPECTATION	SED.8m.11.1.2.	Squeal in anticipation of the infant care teacher's uncovering her eyes during a game of peek-a-boo.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 44- Uses dramatic play to express creativity:
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GRADE LEVEL EXPECTATION	SED.8m.11.1.3.	Learn simple behaviors by imitating a parent's facial expressions, gestures, or sounds.  <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
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		<p>purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 44- Uses dramatic play to express creativity:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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GRADE LEVEL EXPECTATION	SED.8m.11.1.4.	<p>Try to get a familiar game or routine started by prompting the infant care teacher.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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GRADE LEVEL EXPECTATION	SED.8m.11.1.5.	<p>Quiet crying upon realizing that the infant care teacher is approaching.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 16- Develops relationships with peers:</p>
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another's attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.11.2.	Social Understanding: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.11.2.1.	<p>Make imperative vocal sounds to attract the infant care teacher's attention.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>

GRADE LEVEL EXPECTATION	SED.8m.11.2.2.	<p>Participate in playful, face-to-face interactions with an adult, such as taking turns vocalizing.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher's overall tone of voice.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.1.2.	Receptive Language: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.8m.1.2.1.	<p>Vocalize in response to the infant care teacher's speech.</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> <p>Infants: 20- Uses increasingly complex spoken language:</p>

GRADE LEVEL EXPECTATION	LD.8m.1.2.2.	Quiet down when hearing the infant care teacher's voice.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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GRADE LEVEL EXPECTATION	LD.8m.1.2.3.	Turn toward the window when hearing a fire truck drive by.  <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:
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.8m.2.1.1.	Vocalize to get the infant care teacher's attention.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE LEVEL EXPECTATION	LD.8m.2.1.2.	Repeat sounds when babbling, such as “da da da da” or “ba ba ba ba.”  <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:
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GRADE LEVEL EXPECTATION	LD.8m.2.1.4.	Lift arms to the infant care teacher to communicate a desire to be held.  <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: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.2.2.	Expressive Language: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:



GRADE LEVEL EXPECTATION	LD.8m.2.2.1.	<p>Squeal when excited.</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>
GRADE LEVEL EXPECTATION	LD.8m.2.2.2.	<p>Make an angry noise when another child takes a toy.</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 16- Develops relationships with peers:</p>
GRADE LEVEL EXPECTATION	LD.8m.2.2.3.	<p>Make a face of disgust to tell the infant care teacher that she does not want any more food.</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:  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:</p>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around eight months of age, children participate in back-and-forth communication and games.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.8m.3.1.1.	<p>Put arms up above head when the infant care teacher says, “soooo big.”</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: 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:</p>
GRADE LEVEL EXPECTATION	LD.8m.3.1.2.	<p>Try to get the infant care teacher to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing.</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 44- Uses dramatic play to express creativity:</p>

GRADE LEVEL EXPECTATION	LD.8m.3.1.3.	<p>Pull the infant care teacher's hands away from his face during a game of peek-a-boo.</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 44- Uses dramatic play to express creativity:</p>
GRADE LEVEL EXPECTATION	LD.8m.3.1.4.	<p>Try to clap hands to get the infant care teacher to continue playing pat-a-cake.</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
GRADE LEVEL EXPECTATION	LD.8m.3.1.5.	<p>Make sounds when the infant care teacher is singing a song.</p> <p><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:</p>
GRADE LEVEL EXPECTATION	LD.8m.3.1.6.	<p>Interact with the infant care teacher while singing a song with actions or while doing finger plays.</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:  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>
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around eight months of age, children participate in back-and-forth communication and games.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.3.2.	Communication Skills and Knowledge: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.8m.3.2.1.	<p>Respond with babbling when the infant care teacher asks a question.</p> <p><u>Progress Monitoring Skills</u>  Infants: 20- Uses increasingly complex spoken language:</p>

GRADE LEVEL EXPECTATION	LD.8m.3.2.2.	Laugh when a parent nuzzles her face in the child's belly, vocalizes expectantly when she pulls back, and laugh when she nuzzles again.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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GRADE LEVEL EXPECTATION	LD.8m.3.2.3.	Move body in a rocking motion to get the infant care teacher to continue rocking.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.4.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.8m.4.1.1.	Point to or indicate an object that he would like the infant care teacher to pay attention to.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE LEVEL EXPECTATION	LD.8m.4.1.2.	Look intently at photographs of classmates when the infant care teacher talks about the pictures.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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GRADE LEVEL EXPECTATION	LD.8m.4.1.3.	Look at pictures that a parent points to while reading a storybook.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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GRADE LEVEL EXPECTATION	LD.8m.4.1.4.	Hold a book and try to turn the pages.  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
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CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.4.2.	Interest in Print: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.8m.4.2.1.	Chew on a board book.  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.1.1.1.	Shake a toy, hear the sound it makes, and then shake it again.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

GRADE LEVEL EXPECTATION	CD.8m.1.1.2.	Loudly bang a spoon on the table, notice the loud sound, and do it again.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	CD.8m.1.1.3.	Watch the infant care teacher wind up a music box and, when the music stops, touch her hand to get her to make it start again.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	CD.8m.1.1.4.	Splash hands in water and notice how his face gets wet.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	CD.8m.1.1.5.	Push a button on the push-button toy and watch the figure pop up.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	CD.8m.1.1.6.	Put objects into a clear container, turn it over and watch the objects fall out, and then fill it up again.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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GRADE LEVEL EXPECTATION	CD.8m.1.1.7.	Clap hands and then look at a parent to get her to play pat-a-cake.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.1.	Foundation: Cause-and-Effect – The developing understanding that one event brings about another
EXPECTATION / SUBSTRAND		At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.1.2.	Cause-and-Effect: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.1.2.1.	Hear a loud noise and turn head in the direction of the noise.

		<u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	CD.8m.1.2.2.	Explore toys with hands and mouth.  <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:
GRADE LEVEL EXPECTATION	CD.8m.1.2.3.	Move body in a rocking motion to get the infant care teacher to continue rocking.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	CD.8m.1.2.4.	Kick legs in the crib and notice that the mobile up above jiggles with the kicking movements.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	CD.8m.1.2.5.	Attend to a toy while exploring it with the hands.  <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:
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION / SUBSTRAND		At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.2.1.1.	Use vision or hearing to track the path of someone walking by.  <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:
GRADE LEVEL EXPECTATION	CD.8m.2.1.2.	Watch a ball roll away after accidentally knocking it.  <u>Progress Monitoring Skills</u>

		<p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
GRADE LEVEL EXPECTATION	CD.8m.2.1.3.	<p>Hold one stacking cup in each hand.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p>
GRADE LEVEL EXPECTATION	CD.8m.2.1.4.	<p>Put toys into a clear container, dump them out, and then fill the container up again.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</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>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION / SUBSTRAND		At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.2.2.	Spatial Relationships: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.2.2.1.	<p>Look at her own hand.</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>
GRADE LEVEL EXPECTATION	CD.8m.2.2.2.	<p>Reach for a nearby toy and try to grasp it.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</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>
GRADE LEVEL EXPECTATION	CD.8m.2.2.3.	<p>Explore toys with hands and mouth.</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: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and</p>

		imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.3.1.1.	Shake, bang, and squeeze toys repeatedly to make the sounds happen again and again.  <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: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:

GRADE LEVEL EXPECTATION	CD.8m.3.1.2.	Reach for a ball as it rolls away.  <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:
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GRADE LEVEL EXPECTATION	CD.8m.3.1.4.	Pull the string on a toy to make it come closer.  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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GRADE LEVEL EXPECTATION	CD.8m.3.1.5.	Focus on a desired toy that is just out of reach while repeatedly reaching for it.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
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GRADE LEVEL EXPECTATION	CD.8m.3.1.6.	Turn the bottle over to get the nipple in his mouth.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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GRADE LEVEL EXPECTATION	CD.8m.3.1.7.	Lift up a scarf to search for a toy that is hidden underneath.  <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:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
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PERFORMANCE STANDARD / MODE	CD.8m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.3.2.	Problem Solving: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.3.2.1.	<p>Explore toys with hands and 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>
GRADE LEVEL EXPECTATION	CD.8m.3.2.2.	<p>Reach for a second toy when already holding on to one 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>
GRADE LEVEL EXPECTATION	CD.8m.3.2.3.	<p>Hold a toy up to look at it while exploring it with the hands.</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>
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		At around 8 months of age, children imitate simple actions and expressions of others during interactions.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.4.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.4.1.1.	<p>Copy the infant care teacher's movements when playing pat-a-cake and peek-a-boo.</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:  Infants: 44- Uses dramatic play to express creativity:</p>
GRADE LEVEL EXPECTATION	CD.8m.4.1.2.	Imitate a familiar gesture, such as clapping hands together or patting a doll's back, after seeing the infant care teacher do 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: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to 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:
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GRADE LEVEL EXPECTATION	CD.8m.4.1.3.	Notice how the infant care teacher makes a toy work and then push the same button to make it happen again.  <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:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		At around 8 months of age, children imitate simple actions and expressions of others during interactions.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.4.2.	Imitation: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.4.2.1.	Listen to the infant care teacher talk during a diaper change and then babble back when she pauses.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

GRADE LEVEL EXPECTATION	CD.8m.4.2.2.	Copy the intonation of the infant care teacher's speech when babbling.  <u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.5.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.5.1.2.	Look for the father after he briefly steps out of the child care room during drop-off in the morning.  <u>Progress Monitoring Skills</u>

		Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.5.2.	Memory: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.5.2.1.	Explore toys with hands and mouth.  <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:

GRADE LEVEL EXPECTATION	CD.8m.5.2.2.	Find a rattle hidden under a blanket when only the handle is showing.  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 47- Demonstrates problem-solving skills:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.6.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.6.1.1.	Hold one block in each hand, then drop one of them when the infant care teacher holds out a third block for the child to hold.  <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number:

GRADE LEVEL EXPECTATION	CD.8m.6.1.2.	Watch a ball as it rolls away after hitting it with her hand.  <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:
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GRADE LEVEL EXPECTATION	CD.8m.6.1.3.	<p>Explore one toy at a time by shaking, banging, or squeezing it.</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>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.6.2.	Number Sense: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.6.2.1.	<p>Explore toys with hands and 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>

GRADE LEVEL EXPECTATION	CD.8m.6.2.2.	<p>Reach for second toy but may not grasp it when already holding one toy in the other 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>
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GRADE LEVEL EXPECTATION	CD.8m.6.2.3.	<p>Transfer a toy from one hand to the other.</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>
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GRADE LEVEL EXPECTATION	CD.8m.6.2.4.	<p>Reach for, grasp, and hold onto a toy with one hand when already holding a different toy in the other 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:</p>
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		<p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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GRADE LEVEL EXPECTATION	CD.8m.6.2.5.	<p>Track visually the path of a moving object.</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: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.7.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.7.1.1.	<p>Explore how one toy feels and then explore how another toy feels.</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: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>

GRADE LEVEL EXPECTATION	CD.8m.7.1.2.	<p>Stare at an unfamiliar person and move toward a familiar person.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.7.2.	Classification: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.7.2.1.	Explore toys with hands and mouth.

		<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:
GRADE LEVEL EXPECTATION	CD.8m.7.2.2.	Bang a toy on the table.  <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:
GRADE LEVEL EXPECTATION	CD.8m.7.2.3.	Touch different objects (e.g., hard or soft) differently.  <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: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.8.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.8.1.1.	Cause toys to make noise by shaking, banging, and squeezing them.  <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:
GRADE LEVEL EXPECTATION	CD.8m.8.1.2.	Roll car back and forth on floor.  <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:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.8.2.	Symbolic Play: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.8.2.1.	Explore toys with hands and mouth.  <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:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.9.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.9.1.1.	Play with one toy for a few minutes before focusing on a different toy.  <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:

GRADE LEVEL EXPECTATION	CD.8m.9.1.2.	Focus on a desired toy that is just out of reach while repeatedly reaching for it.  <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:
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GRADE LEVEL EXPECTATION	CD.8m.9.1.3.	Show momentary attention to board books with bright colors and simple shapes.
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		<u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
GRADE LEVEL EXPECTATION	CD.8m.9.1.4.	Attend to the play of other children.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	CD.8m.9.1.5.	Put toy animals into a clear container, dump them out, and then fill the container up again.  <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:
GRADE LEVEL EXPECTATION	CD.8m.9.1.6.	Stop moving, to focus on the infant care teacher when she starts to interact with the child.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.9.2.	Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.9.2.1.	Remain calm and focused on people, interesting toys, or interesting sounds for a minute or so.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 14- Demonstrates self-control: 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:
GRADE LEVEL EXPECTATION	CD.8m.9.2.2.	Explore a toy by banging, mouthing, or looking at 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:
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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.10.	Foundation: Understanding of Personal Care Routines – The developing ability to understand and participate in personal care routines
EXPECTATION / SUBSTRAND		At around eight months of age, children are responsive during the steps of personal care routines.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.10.2.	Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.10.2.1.	Anticipate being fed upon seeing the infant care teacher approach with a bottle.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

GRADE LEVEL EXPECTATION	CD.8m.10.2.2.	Hold onto the bottle while being fed by the infant care teacher.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around eight months of age, children use the senses to explore objects and people in the environment.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	PMD.8m.1.1.1.	Look at an object in her hand, mouth it, and then take it out to look at it 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: 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:

GRADE LEVEL EXPECTATION	PMD.8m.1.1.2.	Hear the infant care teacher's footsteps in the darkened nap room and turn his head to try to look for her.  <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:
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GRADE LEVEL EXPECTATION	PMD.8m.1.1.3.	Show excitement upon recognizing the color of a favorite food that is offered on a spoon.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.PMD.</b>	<b>PERCEPTUAL MOTOR DEVELOPMENT (8 months)</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>PMD.8m.1.</b>	<b>Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses</b>
<b>EXPECTATION / SUBSTRAND</b>		At around eight months of age, children use the senses to explore objects and people in the environment.
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>PMD.8m.1.2.</b>	Perceptual Development: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
<b>GRADE LEVEL EXPECTATION</b>	<b>PMD.8m.1.2.1.</b>	<p>Have a range of vision that is several feet.</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>PMD.8m.1.2.2.</b>	<p>Experience the sensation of being touched, and then search for the object or person.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 47- Demonstrates problem-solving skills:</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>PMD.8m.1.2.3.</b>	<p>Listen to the sounds that family members use while talking in the home language, and use these same sounds while babbling.</p> <p><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:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>PMD.8m.1.2.4.</b>	<p>Startle when hearing a loud noise.</p> <p><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:</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>PMD.8m.1.2.5.</b>	<p>Kick feet while lying in the crib, feel the crib shake, and then kick feet again.</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:</p>

		Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
GRADE LEVEL EXPECTATION	PMD.8m.1.2.6.	<p>Recognize an object as something she has seen before, even while looking at it from a different perspective.</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
GRADE LEVEL EXPECTATION	PMD.8m.1.2.7.	<p>Notice the difference between different songs that the infant care teacher sings.</p> <p><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:</p>
GRADE LEVEL EXPECTATION	PMD.8m.1.2.8.	<p>Look confused upon hearing sounds that do not fit with the motions observed (for example, hearing a squeaking noise while seeing a rattle move).</p> <p><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:  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
GRADE LEVEL EXPECTATION	PMD.8m.1.2.9.	<p>Explore objects with the 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>
GRADE LEVEL EXPECTATION	PMD.8m.1.2.10.	<p>See different colors.</p> <p><u>Progress Monitoring Skills</u>  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

GRADE LEVEL EXPECTATION	PMD.8m.1.2.11.	<p>See things from a distance.</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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GRADE LEVEL EXPECTATION	PMD.8m.1.2.12.	<p>Track moving objects with both eyes together.</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	PMD.8m.2.1.1.	<p>Sit on the floor, legs bent, with one leg closer to the body than the other.</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>

GRADE LEVEL EXPECTATION	PMD.8m.2.1.2.	<p>Use forearms to pull forward on the floor while on her tummy.</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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GRADE LEVEL EXPECTATION	PMD.8m.2.1.3.	<p>Move from a sitting position onto hands and knees.</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.2.	Foundation: Gross Motor – The developing ability to move the large muscles
EXPECTATION / SUBSTRAND		At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.2.2.	Gross Motor: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:

GRADE LEVEL EXPECTATION	PMD.8m.2.2.1.	Hold onto a foot while lying on her 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:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.2.	Roll from back to stomach.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.3.	Roll from stomach to back.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.4.	Bring both hands to the midline while lying on his 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:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.5.	Sit without support and turn to the left or right to reach an object.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.6.	Balance on one side, bearing weight on the lower hip, arm, and leg, leaving the upper arm and leg free to move and to manipulate objects.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.7.	Move from hands and knees into a sitting position.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.8.	Rock on hands and knees, sometimes losing balance.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.3.1.	For example, the child may:

GRADE LEVEL EXPECTATION	PMD.8m.3.1.1.	<p>Reach for and grasp an object, using one hand.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 46- Uses prior knowledge to build new knowledge:  Infants: 47- Demonstrates problem-solving skills:</p>
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GRADE LEVEL EXPECTATION	PMD.8m.3.1.2.	<p>Use hand in a raking or sweeping motion to bring a toy closer.</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>
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CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.3.2.	Fine Motor: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	PMD.8m.3.2.1.	<p>Transfer a cloth from one hand to another.</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>

GRADE LEVEL EXPECTATION	PMD.8m.3.2.2.	<p>Pull the spoon out of her mouth.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:  Infants: 02- Participates in activities related to nutrition:</p>
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GRADE LEVEL EXPECTATION	PMD.8m.3.2.3.	<p>Reach toward a toy and make grasping motions with the 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>
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GRADE LEVEL EXPECTATION	PMD.8m.3.2.4.	<p>Reach for a second toy when already holding one in the other hand.</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and</p>
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		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:
GRADE LEVEL EXPECTATION	PMD.8m.3.2.6.	Have the hands in an open position when relaxed.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

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