



Curriculum Alignment with

Connecticut Early Learning and Development Guidelines

Grade: **Ages Birth to 12 months** - Adopted: **2014**

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Curiosity and Initiative
INDICATOR	C.6.1.	<p>Use senses to explore immediate environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.6.2.	<p>Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Eagerness to Learn
INDICATOR	C.6.3.	<p>Laugh, babble, increase movement, and engage in repetition of a learning activity.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.

GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Curiosity and Initiative
INDICATOR	C.12.1.	Seek familiar people and/or objects that are not there.
		<u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.12.2.	Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults.
		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Eagerness to Learn
INDICATOR	C.12.3.	Seek out new materials and experiences.
		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Cause and Effect
INDICATOR	C.6.4.	Show interest in the results of their actions and “accidental” discoveries.
		<u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.

GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.6.5.	<p>Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects).</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Problem Solving
INDICATOR	C.6.6.	<p>Sometimes will show they can solve problems by reaching for desired toys or blanket.</p> <p><u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Cause and Effect
INDICATOR	C.12.4.	<p>Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound).</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 45- Demonstrates awareness of cause and effect:</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.12.5.	<p>Respond to new or novel objects with interest, recognizing differences.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Problem Solving
INDICATOR	C.12.6.	Use a variety of actions to obtain desired objects. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

INDICATOR	C.12.7.	Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”). <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.6.	0-6 months
INDICATOR		Task Persistence
INDICATOR	C.6.7.	Repeat actions to obtain similar results. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Choosing and Planning
INDICATOR	C.12.8.	Indicate preferences nonverbally. <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:

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.12.	6-12 months
INDICATOR		Task Persistence
INDICATOR	C.12.9.	Practice an activity many times until successful.

		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Trusting Relationships
INDICATOR	SE.6.1.	Attend and respond to familiar adults and are able to be soothed when distressed. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Managing Separation
INDICATOR	SE.6.2.	Show recognition of familiar faces and awareness if someone is a stranger. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Trusting Relationships
INDICATOR	SE.12.1.	Prefer primary caregiver(s) to others and usually accept guidance from trusted adults. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Managing Separation
INDICATOR	SE.12.2.	Display preference for trusted adults which may include exhibiting fear and protesting at separation. <u>Progress Monitoring Skills</u>

		Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.6.3.	In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.6.4.	Respond to having needs met (e.g., is comforted by being picked up or fed). <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.12.3.	Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.12.4.	Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning). <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

INDICATOR	SE.12.5.	Show anticipation and respond to familiar routines in their lives. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Emotional Expression
INDICATOR	SE.6.5.	Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike). <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:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.6.6.	React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces). <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Emotional Expression
INDICATOR	SE.12.6.	Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 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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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.12.7.	Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling). <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Sense of self
INDICATOR	SE.6.7.	React when hearing their own name through movement or expressions. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:

INDICATOR	SE.6.8.	Begin to realize their hands and feet belong to them and explore them as well as face, eyes 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: 29- Explores, recognizes, and describes spatial relationships between objects:
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Personal Preferences
INDICATOR	SE 6.9.	Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person). <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months

INDICATOR		Sense of self
INDICATOR	SE.12.8.	Consistently respond to their name. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:

INDICATOR	SE.12.9.	Show awareness of body parts of self and others. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Personal Preferences
INDICATOR	SE.12.10.	Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away). <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.12.11.	Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise). <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:

INDICATOR	SE.12.12.	Respond to own actions with pleasure (e.g., coos, laughs). <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Adult Relationships

INDICATOR	SE.6.10.	Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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INDICATOR	SE.6.11.	Show interest in interacting with others. May gain an adult's attention and wait for a response. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.6.	0-6 months
INDICATOR		Play/Friendship
INDICATOR	SE.6.12.	Notice other children and may touch, smile or coo to them. <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:

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Adult Relationships
INDICATOR	SE.12.13.	Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling). <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:

INDICATOR	SE.12.14.	Notice the activity of adults and other children and attend closely. <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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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.12.	6-12 months
INDICATOR		Play/Friendship
INDICATOR	SE.12.15.	<p>Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble.</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: 16- Develops relationships with peers:</p>

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Mobility
INDICATOR	PH.6.2.	<p>Roll over, usually from both directions.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>

INDICATOR	PH.6.3.	<p>Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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INDICATOR	PH.6.5.	<p>Sit with support.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
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DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Mobility
INDICATOR	PH.12.1.	<p>Get into sitting position on own and play while in this position.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>

INDICATOR	PH.12.2.	<p>Move when on the floor by rolling, creeping, crawling with purpose.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
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		Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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INDICATOR	PH.12.3.	Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Visual Motor Integration
INDICATOR	PH.6.6.	Locate an object using vision or sound, reach and grasp the object. <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:

INDICATOR	PH.6.7.	Follow an object with eyes across body, crossing the middle. <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:
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DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.6.8.	Use voluntary and purposeful movements to bring hands to 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:

INDICATOR	PH.6.9.	Bring hands together while lying on back.
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		<u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Visual Motor Integration
INDICATOR	PH.12.4.	Reach into containers or reach to activate a simple cause and effect 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:

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.12.6.	Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together). <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

INDICATOR	PH.12.7.	Use index finger to poke and point and grasp small objects between thumb and fingertips. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.6.10.	Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.12.8.	<p>Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/or using eating utensils.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:</p>

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Dressing and Hygiene
INDICATOR	PH.12.9.	<p>Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.6.	0-6 months
INDICATOR		Physical Activity
INDICATOR	PH.6.11.	<p>Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.12.	6-12 months
INDICATOR		Physical Activity
INDICATOR	PH.12.10.	<p>Interact with caregivers in daily physical activities that involve exploration and movement.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.6.	0-6 months

INDICATOR		Word Comprehension
INDICATOR	L.6.1.	<p>Respond to facial expressions or voices by changing own facial expression, crying or altering movements.</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>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Language Comprehension
INDICATOR	L.6.2.	<p>Orient to the direction of sound or visual cues.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

INDICATOR	L.6.3.	<p>React when hearing own name or to positive facial expression.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Word Comprehension
INDICATOR	L.12.1.	<p>Understand that words, gestures and/or signs represent objects, people or experiences.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).

GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Language Comprehension
INDICATOR	L.12.2.	Can carry out simple requests (e.g., “wave bye-bye”). <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Vocabulary
INDICATOR	L.6.4.	Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate. <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:

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.6.5.	“Talk” to self and others using various vocalizations. <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:

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Vocabulary
INDICATOR	L.12.3.	Begin to use word approximations (e.g., “ma-ma” or “da-da”) or conventional gestures (e.g., waving, signing “more”). <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: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.12.4.	<p>Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Conventions of Conversation
INDICATOR	L.6.6.	<p>Show interest in back and forth pretend games.</p> <p><u>Progress Monitoring Skills</u></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>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Language for Interaction
INDICATOR	L.6.7.	<p>Coo, gurgle, smile in response to stimulation and to initiate social contact.</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>

INDICATOR	L.6.8.	Express pleasure as adults imitate the faces and sounds they make. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Language for Interaction
INDICATOR	L.12.7.	Intentionally use gestures and/or vocalizations to regulate the behavior of others and engage in social interaction. <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: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity: Infants: 45- Demonstrates awareness of cause and effect:

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.6.	0-6 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.6.9.	Respond to music, stories and pictures shared with an adult. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.12.	6-12 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.12.8.	Engage with adults, showing shared attention to a book. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of

		units of sound): Infants: 23- Demonstrates awareness of print concepts :
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DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.6.	0-6 months
INDICATOR		Music
INDICATOR	CA.6.1.	React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc. <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.6.	0-6 months
INDICATOR		Visual Arts
INDICATOR	CA.6.2.	React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.12.	6-12 months
INDICATOR		Music
INDICATOR	CA.12.1.	Show interest in singing, moving and dancing, using their body. <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:

INDICATOR	CA.12.2.	Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/slow; low/high; calm/jazzy). <u>Progress Monitoring Skills</u>
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		Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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INDICATOR	CA.12.3.	<p>Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner).</p> <p><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:</p>
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DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.12.	6-12 months
INDICATOR		Visual Arts
INDICATOR	CA.12.4.	<p>Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes</p>

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.12.	6-12 months
INDICATOR		Dance
INDICATOR	CA.12.5.	<p>Respond to music with full body movements.</p> <p><u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:</p>