



# Curriculum Alignment with

## Iowa Early Learning Standards

Grade: **Ages 13 to 24 months** - Adopted: **2017**

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Self – Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.1.IT	Infants and toddlers display a positive sense of self.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.1.IT.1	<p>responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXAMPLE	1.1.IT.2	<p>explores his or her own body.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
EXAMPLE	1.1.IT.4	<p>shows preferences for toys and experiences.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
EXAMPLE	1.1.IT.5	<p>expresses reaction through facial expressions, sounds, and gestures.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 17- Listens to conversations for a variety of</p>

		<p>purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
--	--	---

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Self-Regulation - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.2.IT	Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.2.IT.1	<p>indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXAMPLE	1.2.IT.2	comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
EXAMPLE	1.2.IT.3	<p>begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXAMPLE	1.2.IT.5	<p>responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
EXAMPLE	1.2.IT.6	<p>begins to control behavior through following simple rules and limits in a variety of settings.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p>

		<p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
--	--	--

EXAMPLE	1.2.IT.7	<p>begins to transition between feeling states with guidance from a caring adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
---------	----------	---

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Relationship with Adults - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.3.IT	Infants and toddlers relate positively with significant adults.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.3.IT.1	<p>distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

EXAMPLE	1.3.IT.3	<p>seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
---------	----------	---

EXAMPLE	1.3.IT.4	<p>shows discomfort at separations from familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress</p>
---------	----------	--

		Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
EXAMPLE	1.3.IT.6	<p>explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>
EXAMPLE	1.3.IT.7	<p>begins to imitate or portray roles and relationships.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group  12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
EXAMPLE	1.3.IT.8	<p>imitates adult behaviors.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>

		<p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
--	--	---

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Relationship with Children - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.4.IT	Infants and toddlers respond to and initiate interactions with other children.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.4.IT.1	<p>initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.</p> <p><u>Progress Monitoring Skills</u>            12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children            12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others            12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play            12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXAMPLE	1.4.IT.2	<p>accepts help from familiar adults in interactions with other children.</p> <p><u>Progress Monitoring Skills</u>            12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
EXAMPLE	1.4.IT.3	<p>begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions.</p> <p><u>Progress Monitoring Skills</u>            12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
EXAMPLE	1.4.IT.4	<p>develops an awareness of his or her behavior and how it affects others.</p> <p><u>Progress Monitoring Skills</u>            12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object            12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity            12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support            12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance            12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring</p>

		Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing
--	--	---

EXAMPLE	1.4.IT.5	<p>imitates other children's behaviors.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group  12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
---------	----------	--

STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Healthy and Safe Living - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.1.IT	Infants and toddlers participate in healthy and safe living practices.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	2.1.IT.1	<p>expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

EXAMPLE	2.1.IT.2	<p>establishes healthy eating and sleeping patterns with the assistance of a responsive adult.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
---------	----------	---

STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Healthy and Safe Living - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.1.IT	Infants and toddlers participate in healthy and safe living practices.



<b>GRADE LEVEL EXPECTATION</b>		The toddler...
<b>EXAMPLE</b>	2.1.IT.4	<p>participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

<b>EXAMPLE</b>	2.1.IT.5	<p>shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
----------------	----------	---

<b>EXAMPLE</b>	2.1.IT.6	<p>participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p>
----------------	----------	--

<b>STRAND / COURSE</b>	<b>Area 2:</b>	<b>Physical Well-Being and Motor Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Large Motor Skills - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	2.2.IT	Infants and toddlers develop large motor skills.
<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	2.2.IT.1	<p>shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

<b>EXAMPLE</b>	2.2.IT.2	<p>shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
----------------	----------	--

		<p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
--	--	---

<b>STRAND / COURSE</b>	<b>Area 2:</b>	<b>Physical Well-Being and Motor Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Large Motor Skills - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>2.2.IT</b>	Infants and toddlers develop large motor skills.
<b>GRADE LEVEL EXPECTATION</b>		The toddler...
<b>EXAMPLE</b>	<b>2.2.IT.4</b>	<p>shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

<b>STRAND / COURSE</b>	<b>Area 2:</b>	<b>Physical Well-Being and Motor Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Small Motor Development - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>2.3.IT</b>	Infants and toddlers develop small motor skills.
<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	<b>2.3.IT.1</b>	<p>uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, transferring objects from hand to hand, and fitting objects into a hole in a box.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

<b>STRAND / COURSE</b>	<b>Area 2:</b>	<b>Physical Well-Being and Motor Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Small Motor Development - Infant and Toddler (birth - 3 years)</b>

DETAILED DESCRIPTOR	2.3.IT	Infants and toddlers develop small motor skills.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	2.3.IT.2	<p>uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Curiosity and Initiative - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.1.IT	Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.1.IT.1	<p>shows interest in people including other infants, objects, and events.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXAMPLE	3.1.IT.2	uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
--	--	--

EXAMPLE	3.1.IT.3	actively plays with or near adults, other children, and materials.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children
---------	----------	--

STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Engagement and Persistence - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.2.IT	Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.2.IT.1	holds attention of familiar adult; for example, through eye contact or vocalizations.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal

		<p>gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
EXAMPLE	3.2.IT.2	<p>repeats familiar and newly learned experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXAMPLE	3.2.IT.3	<p>maintains focus, if interested, on people or objects, play experiences, or novel events.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXAMPLE	3.2.IT.4	<p>continues to try to succeed using challenging materials or during experiences.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
--	--	---

STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Reasoning and Problem Solving - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.3.IT	Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.3.IT.1	<p>uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

EXAMPLE	3.3.IT.2	<p>experiments to find a solution to a problem.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
---------	----------	---

EXAMPLE	3.3.IT.3	<p>imitates an adult action to solve a problem.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXAMPLE	3.3.IT.4	<p>recognizes difficulties and adjusts actions, as needed.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXAMPLE	3.3.IT.5	<p>seeks and accepts help when encountering a problem beyond his or her ability to solve independently.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>



ESSENTIAL CONCEPT AND/OR SKILL		Play and Senses - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.4.IT	Infants and toddlers engage in play to learn.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.4.IT.1	<p>uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance  12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
EXAMPLE	3.4.IT.2	<p>chooses and participates in a variety of play experiences.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXAMPLE	3.4.IT.3	<p>imitates behaviors of others in play.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>



EXAMPLE	3.4.IT.4	<p>repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
---------	----------	--

STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Family and Community - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.1.IT	Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.1.IT.2	<p>recognizes familiar adults and uses them to determine safety during exploration.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

EXAMPLE	4.1.IT.3	<p>explores and plays freely within familiar settings.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>
---------	----------	--

STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Culture - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.2.IT	Infants and toddlers demonstrate a strong sense of self within their culture.
GRADE LEVEL EXPECTATION		The infant or toddler...

EXAMPLE	4.2.IT.2	<p>chooses and participates in familiar experiences, including songs and stories from his or her home culture.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations  12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
---------	----------	---

EXAMPLE	4.2.IT.3	<p>explores materials from various cultures.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
---------	----------	---

STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Exploration of the Environment - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.3.IT	Infants and toddlers explore new environments with interest and recognize familiar places.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.3.IT.1	demonstrates interest and curiosity within familiar and unfamiliar settings.

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXAMPLE	4.3.IT.2	<p>explores and plays with new, as well as familiar objects, in the environment using all five senses.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
EXAMPLE	4.3.IT.3	<p>chooses and participates in unfamiliar experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress</p>

		Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
--	--	---

STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Art - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.1.IT	Infants and toddlers participate in a variety of sensory and art-related experiences.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	5.1.IT.1	<p>gazes at a picture, photo, or mirror images.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

EXAMPLE	5.1.IT.2	<p>manipulates and explores play materials within the environment.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>
---------	----------	---

STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Art - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.1.IT	Infants and toddlers participate in a variety of sensory and art-related experiences.
GRADE LEVEL EXPECTATION		The older infant and toddler also...
EXAMPLE	5.1.IT.3	<p>expresses interest in art-related experiences and media.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 42- Creates, observes, and analyzes visual art</p>

		forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture
--	--	---

EXAMPLE	5.1.IT.4	engages in experiences that support creative expression.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
---------	----------	---

EXAMPLE	5.1.IT.5	chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
---------	----------	--

STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.2.IT	Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	5.2.IT.1	shows interest in songs, tones, rhythms, voices, and music.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

EXAMPLE	5.2.IT.2	experiments with a variety of age-appropriate instruments and sound-making objects.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
---------	----------	--

EXAMPLE	5.2.IT.3	<p>enjoys exploring ways of interacting with others through touch and motion.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 41- Participates in dance to express creativity:  Progress Monitoring Skill: 41.1 Moves body to music</p>
---------	----------	--

STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.2.IT	Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	5.2.IT.4	<p>chooses and participates in music and movement experiences.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1  Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group  12 to 24 Months: 41- Participates in dance to express creativity:  Progress Monitoring Skill: 41.1 Moves body to music</p>

EXAMPLE	5.2.IT.5	<p>sings simple songs and participates in finger plays.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1  Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2  Participates in rhyming activities  12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1  Experiments with vocalizations and different sounds produced by instruments  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
---------	----------	---

EXAMPLE	5.2.IT.6	<p>sings daily songs to recognize the patterns throughout their day.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1</p>
---------	----------	---

		<p>Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
--	--	--

<b>STRAND / COURSE</b>	<b>Area 5:</b>	<b>Creative Arts</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Dramatic Play - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>5.3.IT</b>	<b>Infants and toddlers engage in dramatic play experiences.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>The infant and toddler...</b>
<b>EXAMPLE</b>	<b>5.3.IT.1</b>	<p>imitates the sounds, facial expressions, gestures, or behaviors of another person.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>

<b>EXAMPLE</b>	<b>5.3.IT.2</b>	<p>imitates the actions and sounds of animals, people, and objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>
----------------	-----------------	---



		<p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
--	--	--

STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Dramatic Play - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.3.IT	Infants and toddlers engage in dramatic play experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	5.3.IT.3	<p>engages in dramatic play in both indoor and outdoor environments.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>

STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Language Understanding and Use - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
GRADE LEVEL EXPECTATION		The infant or toddler, in home language and in English...
EXAMPLE	6.1.IT.1	<p>responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring</p>



		<p>Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>
EXAMPLE	6.1.IT.2	<p>uses vocalizations and gestures to gain attention from others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXAMPLE	6.1.IT.3	<p>uses vocalizations and gestures to communicate wants and needs.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>

		<p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
--	--	---

EXAMPLE	6.1.IT.4	<p>increases both listening (receptive) and speaking (expressive) vocabulary.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
---------	----------	---

STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Language Understanding and Use - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	6.1.IT.5	<p>progresses to using words and then to simple sentences to communicate.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXAMPLE	6.1.IT.6	<p>participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
---------	----------	--

EXAMPLE	6.1.IT.7	<p>answers simple questions.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of</p>
---------	----------	---

		purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers
--	--	---

EXAMPLE	6.1.IT.8	<p>follows simple directions.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
---------	----------	---

STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Literacy - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.2.IT	Infants and toddlers engage in early reading experiences.
GRADE LEVEL EXPECTATION		The infant and toddler...
EXAMPLE	6.2.IT.1	<p>explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

EXAMPLE	6.2.IT.2	<p>focuses on a book or the reader when hearing stories read to him or her.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
---------	----------	---

EXAMPLE	6.2.IT.4	<p>responds to or engages in songs, rhyming games, or finger plays with a familiar adult.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 20- Uses increasingly complex spoken language:</p>
---------	----------	---

		<p>Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
--	--	---

<b>STRAND / COURSE</b>	<b>Area 6:</b>	<b>Communication, Language, and Literacy</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Early Literacy - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>6.2.IT</b>	Infants and toddlers engage in early reading experiences.
<b>GRADE LEVEL EXPECTATION</b>		The toddler also...
<b>EXAMPLE</b>	<b>6.2.IT.5</b>	<p>points to, labels, and/or talks about objects, events, or people within books.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

<b>EXAMPLE</b>	<b>6.2.IT.6</b>	<p>enjoys and repeats songs, rhymes, or finger plays.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity:</p>
----------------	-----------------	--

		Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props
--	--	---

<b>STRAND / COURSE</b>	<b>Area 6:</b>	<b>Communication, Language, and Literacy</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Early Writing - Infant and Toddler (birth - 3 years)
<b>DETAILED DESCRIPTOR</b>	6.3.IT	Infants and toddlers engage in early writing experiences.
<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	6.3.IT.1	<p>grasps and/or manipulates a variety of objects in his or her environment.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

<b>STRAND / COURSE</b>	<b>Area 6:</b>	<b>Communication, Language, and Literacy</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Early Writing - Infant and Toddler (birth - 3 years)
<b>DETAILED DESCRIPTOR</b>	6.3.IT	Infants and toddlers engage in early writing experiences.
<b>GRADE LEVEL EXPECTATION</b>		The older infant and toddler also...
<b>EXAMPLE</b>	6.3.IT.2	<p>scribbles spontaneously, usually using a fist grip.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles  12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>

<b>EXAMPLE</b>	6.3.IT.3	<p>shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
----------------	----------	--

<b>STRAND / COURSE</b>	<b>Area 7:</b>	<b>Mathematics</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Comparison and Number - Infant and Toddler (birth - 3 years)
<b>DETAILED DESCRIPTOR</b>	7.1.IT	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	7.1.IT.1	<p>begins to notice characteristics of objects such as size, color, shape, or quantity.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
--	--	---

STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Comparison and Number - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.1.IT	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	7.1.IT.2	<p>matches and sorts objects by size, color, shape, or quantity.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
EXAMPLE	7.1.IT.3	<p>begins to use simple counting in play and interactions, although numbers may occur out of order.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult</p>

		guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance
--	--	---

<b>STRAND / COURSE</b>	<b>Area 7:</b>	<b>Mathematics</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Patterns - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	7.2.IT	Infants and toddlers begin to recognize patterns.
<b>GRADE LEVEL EXPECTATION</b>		The toddler...
<b>EXAMPLE</b>	7.2.IT.3	repeats actions in sequence, such as finger plays.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props

<b>EXAMPLE</b>	7.2.IT.4	notices patterns and objects in the environment.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error
----------------	----------	---

<b>EXAMPLE</b>	7.2.IT.5	organizes objects into groups during play and exploration.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error
----------------	----------	---

<b>STRAND / COURSE</b>	<b>Area 7:</b>	<b>Mathematics</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	7.3.IT	Infants and toddlers show increasing understanding of spatial relationships.
<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	7.3.IT.1	takes objects apart.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects



<b>STRAND / COURSE</b>	<b>Area 7:</b>	<b>Mathematics</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>7.3.IT</b>	Infants and toddlers show increasing understanding of spatial relationships.
<b>GRADE LEVEL EXPECTATION</b>		The toddler...
<b>EXAMPLE</b>	<b>7.3.IT.3</b>	<p>takes objects apart and attempts to put them together.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

<b>EXAMPLE</b>	<b>7.3.IT.4</b>	<p>shows awareness of his or her own body space.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
----------------	-----------------	---

<b>EXAMPLE</b>	<b>7.3.IT.5</b>	<p>matches similar shapes.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under  12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
----------------	-----------------	---

<b>EXAMPLE</b>	<b>7.3.IT.6</b>	<p>follows simple direction related to positions such as in, on, under, up, or down.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under  12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
----------------	-----------------	---

<b>STRAND / COURSE</b>	<b>Area 8:</b>	<b>Science</b>
------------------------	----------------	----------------



<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Scientific Investigations - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>8.1.IT</b>	Infants and toddlers observe and wonder about the environment around them.
<b>GRADE LEVEL EXPECTATION</b>		The infant or toddler...
<b>EXAMPLE</b>	<b>8.1.IT.1</b>	<p>begins to notice objects and events in the indoor and outdoor environments.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1  Identifies familiar people and living things in his/her environment</p>
<b>EXAMPLE</b>	<b>8.1.IT.2</b>	<p>engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
<b>EXAMPLE</b>	<b>8.1.IT.3</b>	<p>uses one or more senses to make observations of their environment.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance  12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
<b>EXAMPLE</b>	<b>8.1.IT.4</b>	<p>reacts to changes in the environment.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1  Identifies familiar people and living things in his/her environment</p>
<b>EXAMPLE</b>	<b>8.1.IT.5</b>	<p>attempts to manipulate/understand his or her environment through repetitive play.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 45- Demonstrates awareness of cause and effect:</p>

		Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
--	--	---

EXAMPLE	8.1.IT.6	identifies and interacts with new objects placed in his or her environment.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
---------	----------	---

STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Reasoning - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.2.IT	Infants and toddlers use reasoning to make sense of information in their environment.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	8.2.IT.1	uses trusted relationships to gain understanding of the living and non-living world.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment

EXAMPLE	8.2.IT.2	explores cause and effect relationships by engaging in problem solving through trial and error.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
---------	----------	--

STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Reasoning - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.2.IT	Infants and toddlers use reasoning to make sense of information in their environment.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	8.2.IT.3	shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing

STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Communication - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.3.IT	Infants and toddlers share information and understanding about experiences in their environment.
GRADE LEVEL EXPECTATION		The infant or toddler...

EXAMPLE	8.3.IT.2	<p>expresses vocalizations and gestures to gain attention from others.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
EXAMPLE	8.3.IT.3	<p>shows repetitive actions to demonstrate new learning experiences.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>