



# Curriculum Alignment with

## Illinois Early Learning Guidelines

Grade: **Ages Birth to 12 months** - Adopted: **2013**

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.
STANDARD	SR.1.1.1.	Birth to 9 months: Children's biological rhythms are supported and impacted by their caregiver(s) in order to establish their sleep/wake, feeding, and elimination patterns. Children also begin to develop awareness of stimuli in their environment.
EXPECTATION	SR.1.1.1.1.	<p>Begins to demonstrate a pattern in sleep-wake and feeding cycles</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:  Infants: 02- Participates in activities related to nutrition:</p>
EXPECTATION	SR.1.1.1.3.	<p>Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>
EXPECTATION	SR.1.1.1.4.	<p>Uses sucking to assist in sleeping</p> <p><u>Progress Monitoring Skills</u>  Infants: 14- Demonstrates self-control:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.
STANDARD	SR.1.1.2.	7 months to 18 months: Children, through the responses and support of their caregiver(s), become increasingly organized in and begin to adapt their sleep/wake, feeding, and elimination patterns. Children are also beginning to organize and habituate to stimuli in their environment.
EXPECTATION	SR.1.1.2.1.	<p>Demonstrates consistent sleeping and feeding times throughout the day</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:  Infants: 02- Participates in activities related to nutrition:</p>
EXPECTATION	SR.1.1.2.2.	Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps

		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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EXPECTATION	SR.1.1.2.3.	Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses words  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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EXPECTATION	SR.1.1.2.5.	Increased desire for independence and control  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.1.	Birth to 9 months: Children are developing the ability to manage their own emotional experiences through co-regulation, as they communicate needs to caregivers.
EXPECTATION	SR.2.1.1.2.	Able to use cues to signal over-stimulation, e.g., turns head, gaze aversion  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

EXPECTATION	SR.2.1.1.3.	Begins to use self-soothing strategies, e.g., sucks on hands, and grasps an object in order to calm self  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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EXPECTATION	SR.2.1.1.4.	Vocalizes and uses facial cues to get caregiver's attention, e.g., cries, gazes, initiates eye contact  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: Infants: 20- Uses increasingly complex spoken language:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation

DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.2.	7 months to 18 months: As children continue to depend on and learn from caregivers, they begin to use more purposeful and complex skills in managing their emotions.
EXPECTATION	SR.2.1.2.1.	Communicates needs to an adult, e.g., points, shakes head  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	SR.2.1.2.2.	Able to self-soothe more effectively, e.g., sucks thumb, holds on to stuffed toy  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
EXPECTATION	SR.2.1.2.3.	Uses social referencing in uncertain situations, e.g., looks at a caregiver's face for reassurance in the presence of a new person  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SR.2.1.2.4.	Prefers physical proximity to familiar adults in unknown situations, e.g., follows caregiver when he or she leaves the room  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SR.2.1.2.5.	Seeks out caregiver through physical actions, e.g., reaches for the caregiver's hand or moves closer to them when frightened  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SR.2.1.2.6.	Uses comfort objects, e.g., a stuffed animal or blanket, to help calm down  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.1.	Birth to 9 months: Children are attempting to process an abundance of new stimuli every day. Children are also building their internal

		capacity for sustained attention and regulation through interactions with their co-regulating other.
EXPECTATION	SR.3.1.1.1.	<p>Focuses on objects in the environment during alert states</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

EXPECTATION	SR.3.1.1.2.	<p>Initiates and briefly maintains social interactions with adults, e.g., establishes eye contact, coos to receive attention</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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EXPECTATION	SR.3.1.1.3.	<p>Explores environment through senses, e.g., touches and mouths objects</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	SR.3.1.1.4.	<p>Focuses attention on novel objects and familiar caregiver(s)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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EXPECTATION	SR.3.1.1.5.	<p>Plays with one object for a few minutes before focusing on a different object</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to

		objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment.
EXPECTATION	SR.3.1.2.1.	Engages in joint attention with a caregiver, e.g. joins in looking at the same object or shifts gaze to where someone is pointing  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SR.3.1.2.2.	Maintains more advanced levels of engagement, e.g., repeat actions over and over when enjoying the reaction and result of the experience  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SR.3.1.2.3.	Focuses on one object or activity for a brief period of time, even with other objects close in proximity; still easily distracted  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	SR.3.1.2.4.	Shifts attention from adults to peers  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
EXPECTATION	SR.3.1.2.5.	Relies on routines and patterns to maintain an organized state in order to focus  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.
STANDARD	SR.4.1.1.	Birth to 9 months: Children respond to internal and external states and have little or no self-control over their behavior. Children depend on caregivers to co-regulate their behavior.
EXPECTATION	SR.4.1.1.2.	Uses physical movements to disengage from interaction, turns head, averts gaze  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	SR.4.1.1.3.	Physically explores environment through touch, e.g., sucking, gnawing, hitting, pulling, banging  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and

		<p>child's relationship to objects in space:          Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:          Infants: 06- Develops fine-motor skills:          Infants: 10- Engages in a progression of individualized and imaginative play:          Infants: 11- Demonstrates a cooperative and flexible approach to play:          Infants: 16- Develops relationships with peers:          Infants: 31- Demonstrates scientific inquiry skills:          Infants: 34- Demonstrates knowledge related to physical science:          Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	SR.4.1.1.4.	<p>Shows curiosity and limited restraint when exploring the environment, e.g., reaches for objects that adults or other children are holding</p> <p><u>Progress Monitoring Skills</u>          Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:          Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:          Infants: 07- Demonstrates initiative and self-direction:          Infants: 08- Demonstrates interest and curiosity:          Infants: 09- Demonstrates self-control:          Infants: 10- Engages in a progression of individualized and imaginative play:          Infants: 11- Demonstrates a cooperative and flexible approach to play:          Infants: 27- Explores and communicates about distance, weight, length, height, and time:          Infants: 30- Explores, recognizes, and describes shapes and shape concepts:          Infants: 31- Demonstrates scientific inquiry skills:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.
STANDARD	SR.4.1.2.	7 months to 18 months: The use of social referencing emerges and supports children in developing an internal capacity to modify some of their behaviors. Children still depend heavily on the use of their caregiver to help co-regulate their behaviors.
EXPECTATION	SR.4.1.2.1.	<p>Explores environment while unaware of boundaries and limits, e.g., crawls toward a shelf and attempts to climb it</p> <p><u>Progress Monitoring Skills</u>          Infants: 07- Demonstrates initiative and self-direction:          Infants: 08- Demonstrates interest and curiosity:          Infants: 09- Demonstrates self-control:          Infants: 10- Engages in a progression of individualized and imaginative play:          Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>

EXPECTATION	SR.4.1.2.3.	<p>Demonstrates frustration, e.g., cries, bites</p> <p><u>Progress Monitoring Skills</u></p>
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		Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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EXPECTATION	SR.4.1.2.4.	Has difficulty channeling excitement, e.g., screams, jumps, squeezes, bites  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
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EXPECTATION	SR.4.1.2.6.	Completes a forbidden action regardless of referencing a caregiver's reaction, e.g., looks toward their caregiver before touching the forbidden object and then touches it anyway  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships
DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.1.	Birth to 9 months: Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregiver(s).
EXPECTATION	SED.1.1.1.2.	Responds to caregiver(s) by smiling and cooing  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

EXPECTATION	SED.1.1.1.3.	Seeks comfort from a familiar caregiver  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	SED.1.1.1.4.	Imitates familiar adults' gestures and sounds  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	SED.1.1.1.5.	Demonstrates preference for familiar adults  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	SED.1.1.1.6.	Exhibits separation anxiety, e.g., does not want to be held by another person when being held by primary caregiver  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships



DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.2.	7 months to 18 months: Children trust in, engage with, and seek reassurance from their primary caregiver(s). Children can confidently explore their environment when in close physical proximity to an attachment figure.
EXPECTATION	SED.1.1.2.1.	Distinguishes between primary caregivers and others  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.1.1.2.2.	Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
EXPECTATION	SED.1.1.2.4.	Uses key adults as a “secure base” when exploring the environment  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.1.1.2.5.	Exhibits stranger anxiety and concern in presence of an unknown person or a new situation  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.1.1.2.6.	Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.1.1.2.7	Initiates and maintains interactions with caregiver(s)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.1.	Birth to 9 months: Children begin to express a wide range of feelings through verbal and nonverbal communication, and begin to develop emotional expression with the assistance of their caregiver(s).
EXPECTATION	SED.2.1.1.1.	Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 13- Engages in self-expression:

		Infants: 19- Uses nonverbal communication for a variety of purposes:
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EXPECTATION	SED.2.1.1.2.	Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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EXPECTATION	SED.2.1.1.3.	Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.2.	7 months to 18 months: Children begin to express some emotions with intention, and with the help of their caregiver(s) children can increase their range of emotional expression.
EXPECTATION	SED.2.1.2.2.	Expresses fear by crying or turning toward caregiver(s) for comfort  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression:

EXPECTATION	SED.2.1.2.3.	Shows anger and frustration, e.g., cries when a toy is taken away  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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EXPECTATION	SED.2.1.2.4.	Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.1.	Birth to 9 months: Children develop the ability to signal for caregivers. By the end of this age period, children begin to engage in playful communication with familiar adults.
EXPECTATION	SED.3.1.1.1.	Uses signals to communicate needs, e.g., crying, body language, and facial expressions

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes:
EXPECTATION	SED.3.1.1.2.	Attempts to engage both unfamiliar and familiar adults  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.3.1.1.3.	Engages in social interactions with adults through smiles, coos, and eye contact  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.3.1.1.4.	Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.3.1.1.6.	Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays "peek-a-boo," babbles in response to an adult speaking and repeats this interaction  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity: Infants: 45- Demonstrates awareness of cause and effect:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.2.	7 months to 18 months: Children use familiar adults for guidance and reassurance. Children also initiate and engage in back-and-forth interactions with familiar adults.
EXPECTATION	SED.3.1.2.2.	Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.3.1.2.3.	Uses key adults as a "secure base" when exploring the environment

		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.3.1.2.5.	Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept
DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.1.	Birth to 9 months: Children begin to recognize themselves as individuals, separate from others. At first, young infants are not aware that they are separate beings. However, between six and nine months of age, the realization that they are separate people emerges.
EXPECTATION	SED.4.1.1.1.	Demonstrates interest in faces and voices of others  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	SED.4.1.1.2.	Explores his or her own hands and feet  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
EXPECTATION	SED.4.1.1.3.	Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
EXPECTATION	SED.4.1.1.4.	Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.4.1.1.5.	Initiates interactions with others, e.g., imitates actions, plays peek-a-boo  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play:

		Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity:
EXPECTATION	SED.4.1.1.6.	Begins to display the beginning of joint attention, e.g., points to objects and people  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.4.1.1.7.	Demonstrates separation anxiety, e.g., cries when caregiver leaves the room  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept
DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.2.	7 months to 18 months: Children begin to have a greater awareness of their own characteristics and begin to express themselves with their own thoughts and feelings.
EXPECTATION	SED.4.1.2.1.	Shows awareness of significant people by calling them by name, e.g., "papa"  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
EXPECTATION	SED.4.1.2.2.	Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	SED.4.1.2.3.	Responds with vocalizations or gestures when hears name  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
EXPECTATION	SED.4.1.2.5.	Uses gestures and some words to express feelings, e.g., "no"  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
EXPECTATION	SED.4.1.2.6.	Uses social referencing to guide actions and begins to test limits  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:

EXPECTATION	SED.4.1.2.7.	<p>Points to and identifies body parts on him or herself, e.g., points to eyes when asked, "Where are your eyes?"</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.1.	Birth to 9 months: Children begin to interact with their environment and people around them; an interest in other young children emerges.
EXPECTATION	SED.5.1.1.1.	<p>Demonstrates effort to interact and engage, e.g., uses eye contact, coos, and smiles</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>

EXPECTATION	SED.5.1.1.2.	<p>Observes other children in the environment</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	SED.5.1.1.3.	<p>Shows interest in both familiar and unfamiliar peers</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	SED.5.1.1.4.	<p>Cries when hearing another child cry</p> <p><u>Progress Monitoring Skills</u>  Infants: 16- Develops relationships with peers:</p>
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EXPECTATION	SED.5.1.1.5.	<p>Reaches out to touch another child</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 11- Demonstrates a cooperative and flexible approach to</p>
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		play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	SED.5.1.1.6.	Attempts to imitate actions, e.g., bangs a toy  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.2.	7 months to 18 months: Children will begin to observe and imitate other children's behaviors.
EXPECTATION	SED.5.1.2.1.	Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	SED.5.1.2.2.	Imitates actions of another child, e.g., rolling a car  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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EXPECTATION	SED.5.1.2.3.	Engages in a simple, reciprocal game such as "pat-a-cake"  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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EXPECTATION	SED.5.1.2.4.	Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy

DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.1.	Birth to 9 months: Children begin to build awareness of others' feelings by observing and reacting to sounds that others make. Toward the end of this age period, infants understand that they are individuals and separate from their caregiver(s), a crucial milestone in interpreting the feelings of others.
EXPECTATION	SED.6.1.1.1.	Watches and observes adults and other children  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	SED.6.1.1.2.	Cries when hearing another infant cry  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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EXPECTATION	SED.6.1.1.3.	Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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EXPECTATION	SED.6.1.1.4.	Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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EXPECTATION	SED.6.1.1.5.	Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.2.	7 months to 18 months: Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.
EXPECTATION	SED.6.1.2.1.	Smiles with intention to draw out a smile from a familiar other



		<u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
EXPECTATION	SED.6.1.2.3.	Reacts to a child who is upset by observing or moving physically closer to the child  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
EXPECTATION	SED.6.1.2.4.	Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
EXPECTATION	SED.6.1.2.5.	Begins to have a greater awareness of own emotions, e.g., says or gestures “no” to refuse, squeals and continues to laugh when happy  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.1.	Gross Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PDH.1.1.1.	Birth to 9 months: Children are beginning to develop and coordinate the large muscles needed to purposefully move their bodies.
EXPECTATION	PDH.1.1.1.2.	Brings feet to mouth while lying on back  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	PDH.1.1.1.3.	Rolls from back to stomach and from stomach to back  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	PDH.1.1.1.4.	Brings both hands to midline, i.e., center of the body  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	PDH.1.1.1.5.	Begins to gain balance, e.g., sits with and without support  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	PDH.1.1.1.6.	Scoots body to attempt to move from one point to another  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:

		Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>IL.EC1.PDH.</b>	<b>Physical Development &amp; Health</b>
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>PDH.1.</b>	<b>Gross Motor</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>PDH.1.1.</b>	Children demonstrate strength, coordination, and controlled use of large muscles.
<b>STANDARD</b>	<b>PDH.1.1.2.</b>	7 months to 18 months: Children develop mobility, as they purposefully move from one place to another with limited control and coordination.
<b>EXPECTATION</b>	<b>PDH.1.1.2.1.</b>	Moves from hands and knees to a sitting position  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
<b>EXPECTATION</b>	<b>PDH.1.1.2.2.</b>	Rocks back and forth on knees  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
<b>EXPECTATION</b>	<b>PDH.1.1.2.3.</b>	Crawls from one point to another  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
<b>EXPECTATION</b>	<b>PDH.1.1.2.5.</b>	Moves objects with large muscles, e.g., push a toy car with legs, rolls a ball  <u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:
<b>EXPECTATION</b>	<b>PDH.1.1.2.6.</b>	Cruises while holding on to furniture, e.g., walks around crib, holding on to railing  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
<b>EXPECTATION</b>	<b>PDH.1.1.2.7.</b>	Briefly maintains balance when placed in a non-supported standing position  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
<b>EXPECTATION</b>	<b>PDH.1.1.2.8.</b>	Takes steps independently  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
<b>EXPECTATION</b>	<b>PDH.1.1.2.9.</b>	Gets into a standing position without support

		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PDH.2.1.1.	Birth to 9 months: Children begin to reach for, grasp, and move objects.
EXPECTATION	PDH.2.1.1.1.	Opens hands when in a relaxed state  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PDH.2.1.1.2.	Reaches for objects  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PDH.2.1.1.3.	Grasps, holds, and shakes objects  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	PDH.2.1.1.4.	Transfers an object from one hand to the other  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PDH.2.1.1.5.	Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PDH.2.1.1.6.	Holds a small object in each hand; bangs them together  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health

LEARNING STANDARD / DISCIPLINE	PDH.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PDH.2.1.2.	7 months to 18 months: Children begin to gain control of their small muscles and purposefully manipulate objects.
EXPECTATION	PDH.2.1.2.1.	Picks up objects  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PDH.2.1.2.2.	Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	PDH.2.1.2.3.	Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PDH.2.1.2.4.	Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PDH.2.1.2.5.	Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	PDH.2.1.2.6.	Participates in finger plays, e.g., moves hands to imitate caregiver's hands when singing "Twinkle, Twinkle, Little Star"  <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of

		units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:
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<b>STATE GOAL / DISCIPLINARY CONCEPT</b>	<b>IL.EC1.PDH.</b>	<b>Physical Development &amp; Health</b>
<b>LEARNING STANDARD / DISCIPLINE</b>	<b>PDH.3.</b>	<b>Perceptual</b>
<b>DESCRIPTOR / CONTENT DISCIPLINE</b>	<b>PDH.3.1.</b>	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
<b>STANDARD</b>	<b>PDH.3.1.1.</b>	Birth to 9 months: Children begin to use their senses to explore and become aware of their environment.
<b>EXPECTATION</b>	<b>PDH.3.1.1.1.</b>	Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:

<b>EXPECTATION</b>	<b>PDH.3.1.1.2.</b>	Explores objects through senses, e.g., mouths, touches objects  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
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<b>EXPECTATION</b>	<b>PDH.3.1.1.3.</b>	Attempts to mimic sounds heard in the environment  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 46- Uses prior knowledge to build new knowledge:
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<b>EXPECTATION</b>	<b>PDH.3.1.1.4.</b>	Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:
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		<p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	PDH.3.1.1.5.	<p>Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	PDH.3.1.1.6.	<p>Recognizes familiar objects and begins to demonstrate favoritism for certain toys</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PDH.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PDH.3.1.2.	7 months to 18 months: Children begin to use sensory information received from their environment to alter the way they interact and explore.
EXPECTATION	PDH.3.1.2.1.	<p>Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 44- Uses dramatic play to express creativity:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	PDH.3.1.2.2.	Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	PDH.3.1.2.3.	Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	PDH.3.1.2.4.	Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PDH.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PDH.4.1.1.	Birth to 9 months: Children have a growing awareness and interest in their own needs.
EXPECTATION	PDH.4.1.1.2.	Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

EXPECTATION	PDH.4.1.1.3.	Attempts to feed self with a bottle  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PDH.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PDH.4.1.2.	7 months to 18 months: Children signal caregivers about their needs through nonverbal and verbal communication and increase their ability to complete some self-care tasks on their own.

EXPECTATION	PDH.4.1.2.1.	Grasps and drinks from a cup  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
EXPECTATION	PDH.4.1.2.2.	Shakes head to demonstrate no; pushes objects away  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
EXPECTATION	PDH.4.1.2.3.	Feeds self with foods that he or she can pick up  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
EXPECTATION	PDH.4.1.2.4.	Improves ability to calm self, may fall asleep on own  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.1.	Birth to 9 months: Children demonstrate effort in engaging others in both verbal and nonverbal communication and interactions.
EXPECTATION	LDC.1.1.1.1.	Uses sounds, cries, facial expressions, and body language to convey needs  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes:
EXPECTATION	LDC.1.1.1.2.	Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	LDC.1.1.1.3.	Smiles and uses other facial expressions to initiate interactions with caregiver  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes:



EXPECTATION	LDC.1.1.1.4.	<p>Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 20- Uses increasingly complex spoken language:  Infants: 44- Uses dramatic play to express creativity:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.2.	7 months to 18 months: Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting.
EXPECTATION	LDC.1.1.2.1.	<p>Communicates and responds by grunting, nodding, and pointing</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:</p>

EXPECTATION	LDC.1.1.2.2.	<p>Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
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EXPECTATION	LDC.1.1.2.3.	<p>Responds with "yes" or "no," using sounds, words, and/or gestures to answer simple questions</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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EXPECTATION	LDC.1.1.2.4.	<p>Uses facial expressions, vocalizations, and gestures to initiate interactions with others</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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EXPECTATION	LDC.1.1.2.5.	<p>Participates in simple back-and-forth communication, using words and/or gestures</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.1.	Birth to 9 months: Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements.
EXPECTATION	LDC.2.1.1.1.	<p>Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>

EXPECTATION	LDC.2.1.1.2.	<p>Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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EXPECTATION	LDC.2.1.1.3.	<p>Looks or turns toward the familiar person who says his or her name</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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EXPECTATION	LDC.2.1.1.4.	<p>Responds to gestures, e.g., wave's hello after a familiar person waves to him or her</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication

DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.2.	7 months to 18 months: Children begin to understand and respond to the meaning of actions and sounds.
EXPECTATION	LDC.2.1.2.1.	Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	LDC.2.1.2.2.	Follows a one-step, simple request when a gesture is used  <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
EXPECTATION	LDC.2.1.2.3.	Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air  <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
EXPECTATION	LDC.2.1.2.4.	Understands approximately 100 words relevant to their experiences and cultural context  <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.1.	Birth to 9 months: Children begin to experiment with sounds and other various forms of communication to show interest in and exert influence on their environment.
EXPECTATION	LDC.3.1.1.1.	Cries to signal hunger, pain, or distress  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
EXPECTATION	LDC.3.1.1.2.	Uses smiles and other facial expressions to initiate social contact  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 07- Demonstrates initiative and self-direction:

		<p>Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 13- Engages in self-expression:  Infants: 16- Develops relationships with peers:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	LDC.3.1.1.3.	<p>Coos and uses physical movements to engage familiar others</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:  Infants: 15- Develops relationships with adults:</p>
EXPECTATION	LDC.3.1.1.4.	<p>Babbles and experiments with all types of sounds (two-lip sounds: “p,” “b,” “m”)</p> <p><u>Progress Monitoring Skills</u>  Infants: 13- Engages in self-expression:  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 20- Uses increasingly complex spoken language:  Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	LDC.3.1.1.5.	<p>Combines different types of babbles</p> <p><u>Progress Monitoring Skills</u>  Infants: 13- Engages in self-expression:  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 20- Uses increasingly complex spoken language:  Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	LDC.3.1.1.6.	<p>Begins to point to objects in his/her environment</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.2.	7 months to 18 months: Children’s language progresses from babbling to utterances and to first words. Toward the end of this age

		period, babbling decreases as children begin to build their vocabulary.
EXPECTATION	LDC.3.1.2.1.	<p>Babbles using the sounds of the home language</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	LDC.3.1.2.2.	<p>Creates long, babbled sentences</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	LDC.3.1.2.3.	<p>Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs “more” when eating</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	LDC.3.1.2.4.	<p>Utters first words; these words are for familiar objects and people, e.g., “mama,” “bottle”</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p>
EXPECTATION	LDC.3.1.2.5.	<p>Names a few familiar objects in his/her environment</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p>
EXPECTATION	LDC.3.1.2.6.	<p>Uses one word to convey a message, e.g., “milk” for “I want milk”</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.

STANDARD	LDC.4.1.1.	Birth to 9 months: Children begin to build the foundation for early literacy by exploring printed materials and building a capacity for reading printed materials.
EXPECTATION	LDC.4.1.1.1.	Shows awareness of printed materials, e.g., stares at a picture in a book  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	LDC.4.1.1.2.	Reaches out to grasp and mouth books  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	LDC.4.1.1.3.	Uses multiple senses to explore books, e.g., explores books with different textures  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	LDC.4.1.1.4.	Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, and grasps objects in hands  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	LDC.4.1.1.5.	Points or makes sounds while looking at picture books  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	LDC.4.1.1.6.	Focuses attention while looking at printed materials for brief periods of time  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.
STANDARD	LDC.4.1.2.	7 months to 18 months: Children become participants as they actively engage in literacy activities with printed materials.

EXPECTATION	LDC.4.1.2.1.	<p>Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog</p> <p><u>Progress Monitoring Skills</u>  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
EXPECTATION	LDC.4.1.2.2.	<p>Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine</p> <p><u>Progress Monitoring Skills</u>  Infants: 21- Acquires meaning from a variety of materials read to him/her:  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 23- Demonstrates awareness of print concepts :</p>
EXPECTATION	LDC.4.1.2.3.	<p>Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 20- Uses increasingly complex spoken language:  Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	LDC.4.1.2.4.	<p>Increases ability to focus for longer periods of time on printed materials</p> <p><u>Progress Monitoring Skills</u>  Infants: 21- Acquires meaning from a variety of materials read to him/her:  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 23- Demonstrates awareness of print concepts :</p>
EXPECTATION	LDC.4.1.2.5.	<p>Grasps objects and attempts to scribble, e.g., make a slight mark with a crayon on a piece of paper</p> <p><u>Progress Monitoring Skills</u>  Infants: 24- Uses writing for variety of purposes</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
STANDARD	CD.1.1.1.	Birth to 9 months: Children begin to receive and organize information through social interactions and sensory exploration.
EXPECTATION	CD.1.1.1.1.	Turns head toward sounds

		<u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
EXPECTATION	CD.1.1.1.2.	Begins to focus on objects, sounds, and people  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	CD.1.1.1.3.	Actively explores the environment through the five senses  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
EXPECTATION	CD.1.1.1.4.	Attempts to repeat an action, e.g., pats the table and tries to pat it again  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	CD.1.1.1.5.	Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:



STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
STANDARD	CD.1.1.2.	7 months to 18 months: Children begin to recognize object characteristics, and build awareness of simple concepts through interactions and exploration.
EXPECTATION	CD.1.1.2.1.	<p>Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room</p> <p><u>Progress Monitoring Skills</u>  Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	CD.1.1.2.2.	<p>Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up</p> <p><u>Progress Monitoring Skills</u>  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	CD.1.1.2.3.	<p>Identifies and indicates objects and people in pictures, e.g., points</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 13- Engages in self-expression:  Infants: 16- Develops relationships with peers:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	CD.1.1.2.4.	<p>Focuses attention on objects, people, and sounds for increasing amounts of time</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.2.	Memory
DESCRIPTOR / CONTENT DISCIPLINE	CD.2.1.	Children demonstrate the ability to acquire, store, recall, and apply past experiences.
STANDARD	CD.2.1.2.	7 months to 18 months: Children remember familiar people, routines, actions, places, and objects.
EXPECTATION	CD.2.1.2.1.	Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	CD.2.1.2.4.	Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.1.	Birth to 9 months: Children use observation and sensory exploration to begin building an understanding of how objects and people move in relationship to each other.
EXPECTATION	CD.3.1.1.1.	Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	CD.3.1.1.2.	Reaches and grasps for objects  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	CD.3.1.1.3.	<p>Explores through the use of different senses, e.g., begins to mouth and/or pat objects</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	CD.3.1.1.4.	<p>Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.2.	7 months to 18 months: Children begin to use trial and error in discovering how objects and people move and fit in relationship to each other.
EXPECTATION	CD.3.1.2.1.	<p>Puts objects in a bucket and then dumps them out; repeats this action</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 13- Engages in self-expression:</p>

EXPECTATION	CD.3.1.2.2.	<p>Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it</p> <p><u>Progress Monitoring Skills</u>  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	CD.3.1.2.3.	<p>Drops objects such as toys and watches them move</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
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EXPECTATION	CD.3.1.2.4.	Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought
DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
STANDARD	CD.4.1.1.	Birth to 9 months: Children use observation, exploration, and social interaction to learn about objects, actions, and people.
EXPECTATION	CD.4.1.1.1.	Uses senses to explore objects, e.g., observes, mouths, touches  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	CD.4.1.1.2.	Interacts with caregiver(s) and the environment  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	CD.4.1.1.3.	Physically manipulates objects, e.g., twists and turns toys, drops items  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	CD.4.1.1.4.	Combines objects in play  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight,
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		length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	CD.4.1.1.5.	Locates an object that has been partially hidden  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought
DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
STANDARD	CD.4.1.2.	7 months to 18 months: Children use social interaction to continue to gather meaning from objects, actions, and people. Children move from exploring objects to learning how to play with objects in ways they are intended to be used. Toward the end of this age period, children begin to use one object to represent another object.
EXPECTATION	CD.4.1.2.1.	Demonstrates object permanence, e.g., realizes objects and people still exist, even when they are not physically visible  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	CD.4.1.2.2.	Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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EXPECTATION	CD.4.1.2.3.	Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, and pretends to talk to mama  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression
DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.
STANDARD	CD.5.1.1.	Birth to 9 months: Children build the beginnings of creative expression through everyday interactions with their caregivers.
EXPECTATION	CD.5.1.1.1.	Actively explores sensory objects in the environment  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 07- Demonstrates initiative and self-direction:

		<p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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EXPECTATION	CD.5.1.1.2.	<p>Participates in interactions with caregiver(s), e.g., observes, smiles, coos</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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EXPECTATION	CD.5.1.1.3.	<p>Demonstrates interest in sounds, songs, music, and colors</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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EXPECTATION	CD.5.1.1.4.	<p>Listens and moves to music</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 41- Participates in dance to express creativity:</p>
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EXPECTATION	CD.5.1.1.5.	<p>Manipulates objects, e.g., turns, shakes, bangs</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression
DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.
STANDARD	CD.5.1.2.	7 months to 18 months: Children increasingly engage with their caregiver(s) and show enjoyment in activities and interactions that focus on music, movement, building, and play.
EXPECTATION	CD.5.1.2.1.	Enjoys familiar songs and word rhymes

		<u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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EXPECTATION	CD.5.1.2.2.	Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a “conversation” with grandma  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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EXPECTATION	CD.5.1.2.4.	Participates in music activities by performing some accompanying hand movements  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 45- Demonstrates awareness of cause and effect:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.1.	Birth to 9 months: Children begin to build awareness and use simple actions to have an impact on objects and people in their environment.
EXPECTATION	CD.6.1.1.1.	Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches laughs  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	CD.6.1.1.2.	Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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EXPECTATION	CD.6.1.1.3.	Looks for and finds an object that has fallen  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.2.	7 months to 18 months: Children combine specific actions to have an effect on people and objects, and interact with people and objects in different ways to discover what will happen.
EXPECTATION	CD.6.1.2.1.	Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

EXPECTATION	CD.6.1.2.2.	Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move  <u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:
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EXPECTATION	CD.6.1.2.3.	Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
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EXPECTATION	CD.6.1.2.4.	Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.1.	Birth to 9 months: Children are developing an understanding of quantity and number concepts as they explore and interact with objects and people in their everyday environment.
EXPECTATION	CD.7.1.1.2.	Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container  <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:

EXPECTATION	CD.7.1.1.3.	Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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EXPECTATION	CD.7.1.1.4.	Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 34- Demonstrates knowledge related to physical science: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 47- Demonstrates problem-solving skills:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.2.	7 months to 18 months: Children begin to identify that there are different quantities of objects and people, and may attempt to match

		quantities with numbers through the use of words, symbols, and gestures.
EXPECTATION	CD.7.1.2.1.	<p>Understands the concept of “more” in regard to food and play; signs or says, “more”</p> <p><u>Progress Monitoring Skills</u>  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 39- Demonstrates an awareness of economics in his/her community</p>
EXPECTATION	CD.7.1.2.2.	<p>Imitates counting, e.g., climbs stairs and mimics “one, two”</p> <p><u>Progress Monitoring Skills</u>  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>
EXPECTATION	CD.7.1.2.3.	<p>Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done”</p> <p><u>Progress Monitoring Skills</u>  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>
EXPECTATION	CD.7.1.2.4.	<p>Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?”</p> <p><u>Progress Monitoring Skills</u>  Infants: 28- Sorts, orders, classifies, and creates patterns:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.
STANDARD	CD.8.1.1.	Birth to 9 months: Children use social interactions along with their five senses to discover and explore the world around them.
EXPECTATION	CD.8.1.1.1.	<p>Observes people and objects in his or her environment</p> <p><u>Progress Monitoring Skills</u>  Infants: 31- Demonstrates scientific inquiry skills:</p>
EXPECTATION	CD.8.1.1.2.	<p>Engages in social interactions with familiar adults</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
EXPECTATION	CD.8.1.1.3.	<p>Actively explores new objects found in the environment, e.g., mouths, pats, grasps</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:</p>

		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	CD.8.1.1.4.	<p>Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.
STANDARD	CD.8.1.2.	7 months to 18 months: Children use all of their five senses to purposefully collect and act on information received through interactions with their environment.
EXPECTATION	CD.8.1.2.1.	<p>Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>

EXPECTATION	CD.8.1.2.3.	Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves
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		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.1.	Birth to 9 months: Children first rely on their natural reflexes to signal basic survival needs to their caregiver(s). Toward the end of this age period, an emerging awareness in their own bodies and trust in their caregiver(s) support children in meeting needs and protecting them in uncertain and potentially unsafe situations.
EXPECTATION	CD.9.1.1.1.	Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
EXPECTATION	CD.9.1.1.2.	Actively observes and explores environment  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
EXPECTATION	CD.9.1.1.3.	Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
EXPECTATION	CD.9.1.1.4.	Uses physical movements to explore environment, e.g., reaching, sitting, rolling  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 05- Develops gross-motor skills:

		<p>Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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EXPECTATION	CD.9.1.1.5.	<p>Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.2.	7 months to 18 months: Children's increasing physical abilities allow them to explore new ways of interacting with the environment around them. Motivated by these new skills, children take risks to explore and learn, and demonstrate through nonverbal and verbal communication trust in their caregiver(s) to keep them safe.
EXPECTATION	CD.9.1.2.1.	<p>Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>

EXPECTATION	CD.9.1.2.2.	<p>Actively climbs to reach for wanted objects during play</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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EXPECTATION	CD.9.1.2.4.	<p>Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:  Infants: 05- Develops gross-motor skills:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.1.	Birth to 9 months: Children are discovering the world through exploration and social interaction. Children react with special interest to new objects, people, and experiences.

EXPECTATION	AL.1.1.1.1.	<p>Observes the environment and people; tracks a toy as it moves from one point to another</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.1.1.1.2.	<p>Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
EXPECTATION	AL.1.1.1.3.	<p>Actively explores new objects found in the environment, e.g., touches, pats, and mouths</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	AL.1.1.1.4.	<p>Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
EXPECTATION	AL.1.1.1.5.	<p>Participates in joint attention with caregiver(s), e.g., focuses on the same object</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.2.	7 months to 18 months: Children's newly acquired physical control allows them to explore and initiate interactions in a more purposeful and meaningful manner.

EXPECTATION	AL.1.1.2.1.	<p>Demonstrates an interest in new objects by manipulating and turning the object</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.1.1.2.2.	<p>Uses familiar objects in new ways, e.g., places a toy basket on head</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.1.1.2.3.	<p>Moves toward a new activity by crawling or walking</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
EXPECTATION	AL.1.1.2.4.	<p>Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:</p>
EXPECTATION	AL.1.1.2.5.	<p>Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.1.	Birth to 9 months: Children are building the foundation for problem solving through active exploration and social interaction.
EXPECTATION	AL.2.1.1.1.	<p>Focuses on getting a caregiver's attention through the use of sounds, cries, gestures, and facial expressions</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:  Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

EXPECTATION	AL.2.1.1.2.	Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.2.	7 months to 18 months: Children begin to discover that certain actions and behaviors can be solutions to challenges and obstacles they encounter. Children also recognize how to engage their caregiver(s) to assist in managing these challenges.
EXPECTATION	AL.2.1.2.1.	Repeats actions over and over again to figure out how an object works  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	AL.2.1.2.2.	Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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EXPECTATION	AL.2.1.2.3.	Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking
DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.1.	Birth to 9 months: Children begin to build confidence through the everyday interactions they experience with their caregivers. These interactions form special relationships, which in turn build the “secure base” for children to take risks and try new experiences.
EXPECTATION	AL.3.1.1.1.	Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and



		<p>child's relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	AL.3.1.1.2.	<p>Explores new objects with eagerness, e.g., squeals and/or squeezes a toy</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.3.1.1.3.	<p>Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.3.1.1.4.	<p>Attempts new skills on his or her own while "checking in" with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 15- Develops relationships with adults:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking
DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.2.	7 months to 18 months: Children begin to use their developing confidence to engage in simple risk-taking behavior as they physically explore their environment in the context of a secure relationship.
EXPECTATION	AL.3.1.2.1.	<p>Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.3.1.2.2.	<p>Becomes more intentional and confident when playing and interacting, e.g., grabs, pushes, throws</p> <p><u>Progress Monitoring Skills</u>  Infants: 12- Develops self-awareness:  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:</p>

EXPECTATION	AL.3.1.2.3.	Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.1.	Birth to 9 months: Children observe, explore, attend and interact with the world around them.
EXPECTATION	AL.4.1.1.1.	Establishes and sustains eye contact with caregiver(s)  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

EXPECTATION	AL.4.1.1.2.	Focuses attention on sounds, people, and objects  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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EXPECTATION	AL.4.1.1.3.	Repeats interesting actions over and over  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
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EXPECTATION	AL.4.1.1.4.	Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.2.	7 months to 18 months: Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment.
EXPECTATION	AL.4.1.2.1.	Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult

		<u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.2.	7 months to 18 months: Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment
EXPECTATION	AL.4.1.2.2.	Repeats activities over and over, e.g., successfully inserts all the shape sorter's pieces, dumps them out, and starts again  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 28- Sorts, orders, classifies, and creates patterns:

EXPECTATION	AL.4.1.2.3.	Begins to attempt assisting in self-help activities, e.g., feeding, grooming  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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EXPECTATION	AL.4.1.2.4.	Demonstrates preferences, e.g., gestures to the bean bag and says "no" when presented with something else  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.5.	Creativity, Inventiveness, & Imagination
DESCRIPTOR / CONTENT DISCIPLINE	AL.5.1.	Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.
STANDARD	AL.5.1.1.	Birth to 9 months: Children observe and interact with their surrounding environment, and begin to build the skills needed to manipulate objects and materials in different ways.
EXPECTATION	AL.5.1.1.1.	Observes materials, objects, and people with curiosity  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

EXPECTATION	AL.5.1.1.2.	Actively explores new objects found in the environment by touching, patting, and mouthing  <u>Progress Monitoring Skills</u>
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		<p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	AL.5.1.1.3.	<p>Reaches for objects in close proximity</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	AL.5.1.1.4.	<p>Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.5.	Creativity, Inventiveness, & Imagination
DESCRIPTOR / CONTENT DISCIPLINE	AL.5.1.	Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.
STANDARD	AL.5.1.2.	7 months to 18 months: Children first begin using most objects and materials for their intended use. As they develop, children begin to experiment with using these objects and materials in new and unexpected ways.
EXPECTATION	AL.5.1.2.1.	<p>Imitates a peer's actions, e.g., bangs on table with cup</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>

EXPECTATION	AL.5.1.2.3.	<p>Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.5.1.2.4.	<p>Begins to use objects in new and unexpected ways, e.g., places a basket on head</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
EXPECTATION	AL.5.1.2.5.	<p>Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and say, “no, no, no”</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 22- Develops early phonological awareness (awareness of units of sound):  Infants: 44- Uses dramatic play to express creativity:</p>