



Curriculum Alignment with

Kentucky Early Childhood Standards

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

STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.1.	Demonstrates curiosity in the environment.
EXPECTATION	1.1.1.1.	<p>Uses senses to explore the environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: 4.1-2 Responds to what he/she sees, hears, touches, tastes, and smells Manipulates objects to see what will happen Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 27- Explores and communicates about distance, weight, length, height, and time: 27.1 Explores objects with different sizes and shapes using all senses Infants: 30- Explores, recognizes, and describes shapes and shape concepts: 30.1 Notices objects and uses all senses to explore different shapes Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells</p>
EXPECTATION	1.1.1.3.	<p>Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
EXPECTATION	1.1.1.4.	<p>Explores spatial relationships, shapes, and numbers.</p> <p><u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>

		<p>Infants: 27- Explores and communicates about distance, weight, length, height, and time: 27.1 Explores objects with different sizes and shapes using all senses</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts: 30.1 Notices objects and uses all senses to explore different shapes</p>
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STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.2.	Responds to the environment.
EXPECTATION	1.1.2.1.	<p>Observes and/or imitates behavior.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults) Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

EXPECTATION	1.1.2.3.	<p>Works toward an objective.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p>
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STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.3.	Recalls information about the environment.
EXPECTATION	1.1.3.1.	<p>Recognizes and shows preference for familiar people and things.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and</p>

		begins to know if someone is a stranger Likes to play with others, especially parents
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EXPECTATION	1.1.3.2.	Locates an object that has been hidden from view. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people
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STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.4.	Recognizes characteristics of people and objects.
EXPECTATION	1.1.4.1.	Identifies and investigates the physical qualities of living and nonliving things. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment: 33.1-2 Shows curiosity about people, plants, and animals Discovers body parts

EXPECTATION	1.1.4.2.	Categorizes objects based on physical or functional similarity. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns: 28.1-2 Explores objects with different characteristics Begins to imitate simple sounds and movements
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.1.	Demonstrates communication skills in order to express self.
STANDARD / ORGANIZER	2.1.1.	Engages in nonverbal communication for a variety of purposes.
EXPECTATION	2.1.1.1.	Initiates communication by smiling and eye contact. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone Infants: 45- Demonstrates awareness of cause and effect:

		45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby
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EXPECTATION	2.1.1.2.	<p>Uses gestures and movements to express self.</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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
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EXPECTATION	2.1.1.3.	<p>Uses movement or gestures to demonstrate understanding of vocalizations.</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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when</p>
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		<p>looking at someone</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion</p> <p>Looks at an object nearby</p>
EXPECTATION	2.1.1.4.	<p>Uses gestures or movements to solicit attention and/or to indicate wants and needs.</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>3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion</p> <p>Looks at an object nearby</p>
EXPECTATION	2.1.1.5.	<p>Uses eye contact, gestures, and/or movement to request item or assistance.</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>3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures</p>

		<p>and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
EXPECTATION	2.1.1.6.	<p>Uses movements and/or gestures to protest.</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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
EXPECTATION	2.1.1.8.	<p>Uses movement or behavior to initiate interaction with a person, animal, 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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 19- Uses nonverbal communication for a variety of</p>

		<p>purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.1.	Demonstrates communication skills in order to express self.
STANDARD / ORGANIZER	2.1.2.	Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.
EXPECTATION	2.1.2.1.	<p>Varies pitch, length, and volume of vocalizations.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>

EXPECTATION	2.1.2.5.	<p>Uses specific vocalizations that have meaning to primary caregivers.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p> <p>Infants: 19- Uses nonverbal communication for a variety of</p>
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		<p>purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
EXPECTATION	2.1.2.7.	<p>Imitates sounds and words.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
EXPECTATION	2.1.2.8.	<p>Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>22.1 Listens to simple nursery rhymes, songs, and chants</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>

		<p>26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>36.1 Experiences his/her families celebrations, food, songs</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> <p>43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
EXPECTATION	2.1.2.9.	<p>Uses single words.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p>
EXPECTATION	2.1.2.10.	<p>Names several objects or persons upon request.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror</p> <p>Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p> <p>35.1 Notices familiar people and objects in his/her environment</p>
EXPECTATION	2.1.2.11.	<p>Identifies items or people in pictures/photographs.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror</p> <p>Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p> <p>35.1 Notices familiar people and objects in his/her environment</p>
EXPECTATION	2.1.2.12.	<p>Increases the number of single words used in vocabulary.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p>
EXPECTATION	2.1.2.17.	<p>Uses 2-3 syllable words meaningfully.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p>

EXPECTATION	2.1.2.18.	<p>Carries on a conversation.</p> <p><u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.2.	Demonstrates listening and observing skills and responds to the communication of others.
STANDARD / ORGANIZER	2.2.1.	Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.
EXPECTATION	2.2.1.1.	<p>Responds to sights and/or sounds.</p> <p><u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p>

EXPECTATION	2.2.1.6.	<p>Attends to and enjoys short stories, rhymes, finger plays, and songs.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.2.	Demonstrates listening and observing skills and responds to the communication of others.
STANDARD / ORGANIZER	2.2.2.	Responds to the verbal and nonverbal communication of others.
EXPECTATION	2.2.2.1.	Responds to communication of others and to sounds in the environment.

		<p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby.</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
EXPECTATION	2.2.2.2.	<p>Responds to others' expressions or emotion.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>
EXPECTATION	2.2.2.6.	<p>Responds appropriately to requests or directions.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making</p>

		sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.
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EXPECTATION	2.2.2.12.	<p>Demonstrates understanding of many vocabulary words.</p> <p><u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>
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EXPECTATION	2.2.2.14.	<p>Gains information from stories, rhymes, and songs being read/sung aloud.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.3.	Demonstrates interest and engages in early literacy activities.
STANDARD / ORGANIZER	2.3.1.	Demonstrates interest and engagement in print literacy materials.
EXPECTATION	2.3.1.3.	<p>Manipulates age-appropriate book.</p> <p><u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :</p>

EXPECTATION	2.3.1.5.	<p>Turns pages awkwardly by him/herself.</p> <p><u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :</p>
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EXPECTATION	2.3.1.6.	<p>Shows increasing skills in book handling and print directionality.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects</p>
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		<p>Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :</p>
EXPECTATION	2.3.1.11.	<p>Grasps thick crayon/marker/other writing tool and scribbles.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 24- Uses writing for variety of purposes</p>
EXPECTATION	2.3.1.13.	<p>Notifies that there are both print and pictures on a page.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :</p>
EXPECTATION	2.3.1.14.	<p>Makes lines and shapes with a variety of writing tools to represent objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 24- Uses writing for variety of purposes</p>
STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.3.	Demonstrates interest and engages in early literacy activities.
STANDARD / ORGANIZER	2.3.2.	Demonstrates interest and engagement in stories, songs, and rhymes.
EXPECTATION	2.3.2.2.	<p>Attends and respond to hearing a story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>

EXPECTATION	2.3.2.3.	<p>Participates in word games or fingerplays.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p>
EXPECTATION	2.3.2.4.	<p>Sings or joins in on a specific story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
EXPECTATION	2.3.2.6.	<p>Asks to hear a specific story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
EXPECTATION	2.3.2.7.	<p>Create partial songs and rhymes.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.1.	Enjoys and engages in visual arts.
EXPECTATION	3.1.1.1.	<p>Attends to bright and/or contrasting colors.</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: 42.1-3 Explores simple art materials Attends to bright or contrasting colors Shows preference for particular visual stimuli</p>

EXPECTATION	3.1.1.2.	<p>Attends to the facial expressions of adults.</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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>
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EXPECTATION	3.1.1.3.	<p>Gazes at pictures, photographs, and mirror images.</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
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		42.1-3 Explores simple art materials Attends to bright or contrasting colors Shows preference for particular visual stimuli
EXPECTATION	3.1.1.4.	Shows preferences for favorite colors. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: 42.1-3 Explores simple art materials Attends to bright or contrasting colors Shows preference for particular visual stimuli
EXPECTATION	3.1.1.5.	Uses a variety of materials in exploring and creating visual art. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: 42.1-3 Explores simple art materials Attends to bright or contrasting colors Shows preference for particular visual stimuli
EXPECTATION	3.1.1.6.	Observes and describes visual art. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: 42.1-3 Explores simple art materials Attends to bright or contrasting colors Shows preference for particular visual stimuli
STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.2.	Enjoys and engages in movement and dance.
EXPECTATION	3.1.2.1.	Responds to touch and motion. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity: 41.1-3 Expresses self by moving to music Shows an interest in toys that make music Responds to music by turning head and reacting with body movements
EXPECTATION	3.1.2.2.	Explores the movement of self and/or objects. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity: 41.1-3 Expresses self by moving to music Shows an interest in toys that make music Responds to music by turning head and reacting with body movements
EXPECTATION	3.1.2.3.	Shows enjoyment for rhythmic patterns. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity: 41.1-3 Expresses self by moving to music Shows an interest in toys that make music Responds to music by turning head and reacting with body movements
EXPECTATION	3.1.2.4.	Enjoys moving to music. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:

		41.1-3 Expresses self by moving to music Shows an interest in toys that make music Responds to music by turning head and reacting with body movements
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EXPECTATION	3.1.2.5.	Exhibits an increased variety of movements to express self. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity: 41.1-3 Expresses self by moving to music Shows an interest in toys that make music Responds to music by turning head and reacting with body movements
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.3.	Enjoys and engages in music.
EXPECTATION	3.1.3.1.	Responds to sounds, tones, and voices. <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds

EXPECTATION	3.1.3.2.	Responds to music. <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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		43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds
EXPECTATION	3.1.3.3.	<p>Enjoys rhythms and song.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
EXPECTATION	3.1.3.4.	<p>Prefers repetition of familiar songs and rhythmic patterns.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
EXPECTATION	3.1.3.5.	<p>Expresses joy through music.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p>

		<p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.4.	Enjoys and engages in pretend play and drama.
EXPECTATION	3.1.4.1.	<p>Imitates sounds, facial expressions and gestures of another person.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
EXPECTATION	3.1.4.2.	<p>Imitates the actions of other persons.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
EXPECTATION	3.1.4.3.	<p>Imitates sounds or actions of an animal or object.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
EXPECTATION	3.1.4.4.	<p>Utilizes voice and body as a means of artistic expression.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>

		46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other
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EXPECTATION	3.1.4.5.	<p>Uses one object to represent another.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults) Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
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EXPECTATION	3.1.4.6.	<p>Engages in pretend play.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults) Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.1.	Moves with purpose and coordination.
EXPECTATION	4.1.1.1.	<p>Reaches for object.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge:</p>

		46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other
EXPECTATION	4.1.1.2.	<p>Brings object to mouth.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: 4.1-2 Responds to what he/she sees, hears, touches, tastes, and smells Manipulates objects to see what will happen Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells</p>
EXPECTATION	4.1.1.3.	<p>Transfer objects from one hand to another.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
EXPECTATION	4.1.1.4.	<p>Rolls over.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
EXPECTATION	4.1.1.5.	<p>Crawls.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with</p>

		<p>support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
EXPECTATION	4.1.1.6.	<p>Uses furniture to raise or lower self to floor.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
EXPECTATION	4.1.1.7.	<p>Walks.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
EXPECTATION	4.1.1.8.	<p>Climbs low objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
EXPECTATION	4.1.1.9.	<p>Pushes and pulls toys while walking.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 27- Explores and communicates about distance, weight, length, height, and time: 27.1 Explores objects with different sizes and shapes using all senses</p>

		<p>Infants: 41- Participates in dance to express creativity: 41.1-3 Expresses self by moving to music Shows an interest in toys that make music Responds to music by turning head and reacting with body movements</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
EXPECTATION	4.1.1.10.	<p>Kicks ball forward.</p> <p><u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.2.	Demonstrates balance and coordination.
EXPECTATION	4.1.2.1.	<p>Sits independently with balance.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
EXPECTATION	4.1.2.2.	<p>Stands without support.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
EXPECTATION	4.1.2.3.	<p>Moves from sitting to standing using hands.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>

EXPECTATION	4.1.2.4.	<p>Squats without falling.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
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EXPECTATION	4.1.2.5.	<p>Runs.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
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EXPECTATION	4.1.2.6.	<p>Throws object while standing.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.3.	Exhibits eye-hand coordination.
EXPECTATION	4.1.3.1.	<p>Reaches for objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

EXPECTATION	4.1.3.2.	<p>Makes random marks on paper.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 24- Uses writing for variety of purposes</p>
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EXPECTATION	4.1.3.3.	<p>Stacks and places objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills:</p>
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		<p>6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another.</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
EXPECTATION	4.1.3.4.	<p>Makes controlled scribbles.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p> <p>Infants: 24- Uses writing for variety of purposes</p>
EXPECTATION	4.1.3.5.	<p>Attempts to catch and throw.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> <p>29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.4.	Controls small muscles in hands.
EXPECTATION	4.1.4.1.	<p>Grasps and releases 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:</p> <p>3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>4.1-2 Responds to what he/she sees, hears, touches, tastes, and smells Manipulates objects to see what will happen</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another.</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter</p>

		<p>the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 34- Demonstrates knowledge related to physical science: 34.1-2 Demonstrates ability to move objects Touches objects to gain information about them</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
EXPECTATION	4.1.4.2.	<p>Passes objects from one hand to the other and changes position of objects within their hands.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another.</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
EXPECTATION	4.1.4.3.	<p>Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.</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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: 4.1-2 Responds to what he/she sees, hears, touches, tastes, and smells Manipulates objects to see what will happen</p> <p>Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another.</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing</p>

		<p>distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 34- Demonstrates knowledge related to physical science: 34.1-2 Demonstrates ability to move objects Touches objects to gain information about them</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.5.	Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.
EXPECTATION	4.1.5.1.	<p>Verbally or physically asks for food or drink.</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingersHolds own bottle or cup during feedingsShows an interest in food</p>

EXPECTATION	4.1.5.2.	<p>Assists in feeding routines.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingersHolds own bottle or cup during feedingsShows an interest in food</p>
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EXPECTATION	4.1.5.3.	<p>Follows familiar sleep routines.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs</p>
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EXPECTATION	4.1.5.5.	<p>Participates in dressing routines.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs</p>
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EXPECTATION	4.1.5.6.	<p>Participates in routines to maintain hygiene.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.1.	Demonstrates trust and engages in social relationships.
STANDARD / ORGANIZER	5.1.1.	Shows attachments and emotional connection towards others.
EXPECTATION	5.1.1.1.	<p>Responds to being held.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p>

EXPECTATION	5.1.1.2.	<p>Uses eye contact to establish, maintain, and discontinue interactions.</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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
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EXPECTATION	5.1.1.3.	<p>Recognizes familiar faces.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity:</p>
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		<p>8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control:</p> <p>9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 15- Develops relationships with adults:</p> <p>15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> <p>47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
EXPECTATION	5.1.1.4.	<p>Exhibits separation anxiety.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 15- Develops relationships with adults:</p> <p>15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p>
EXPECTATION	5.1.1.5.	<p>Use familiar adults as a base for exploration and for "emotional refueling".</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p> <p>15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p>

EXPECTATION	5.1.1.6.	Shows concern for others and recognizes other's needs. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.1.	Demonstrates trust and engages in social relationships.
STANDARD / ORGANIZER	5.1.2.	Demonstrates desire to create relationships and understanding of these relationships with others.
EXPECTATION	5.1.2.1.	Observes other people. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people

EXPECTATION	5.1.2.2.	Engages in independent, parallel play. Contact with peers centers around toys and other objects. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play:
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		<p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>
EXPECTATION	5.1.2.3.	<p>Shows enjoyment in interactions with others.</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>
EXPECTATION	5.1.2.4.	<p>Initiates social contact.</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>

EXPECTATION	5.1.2.5.	<p>Develops friendship with peers.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>
EXPECTATION	5.1.2.6.	<p>Responds to praise or rewards from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p>
EXPECTATION	5.1.2.7.	<p>Develops sense of self as a separate person from others.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness: 12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs</p>
EXPECTATION	5.1.2.8.	<p>Identifies other people and their roles.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 36- Demonstrates understanding of his/her family and an</p>

		emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.2.	Demonstrates sense of self.
STANDARD / ORGANIZER	5.2.1.	Expresses and/or recognizes a variety of emotions.
EXPECTATION	5.2.1.1.	<p>Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.</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: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>
EXPECTATION	5.2.1.2.	<p>Responds to emotional cues and social situations.</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression:</p>

		<p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>
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EXPECTATION	5.2.1.3.	<p>Expresses emotions towards familiar persons, pets, or possessions.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>
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EXPECTATION	5.2.1.4.	<p>Associates emotions with words and facial expressions.</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>3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 13- Engages in self-expression:</p>
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		<p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.2.	Demonstrates sense of self.
STANDARD / ORGANIZER	5.2.2.	Develops the ability to control feelings and behavior and understands simple rules and limitations.
EXPECTATION	5.2.2.1.	<p>Seeks out ways to calm self.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 14- Demonstrates self-control:</p> <p>14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</p>
EXPECTATION	5.2.2.2.	<p>Develops self-regulation.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 14- Demonstrates self-control:</p> <p>14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</p>
EXPECTATION	5.2.2.3.	<p>Expresses sense of self (autonomy).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror</p> <p>Infants: 15- Develops relationships with adults:</p> <p>15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and</p>

		<p>begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>36.1 Experiences his/her families celebrations, food, songs</p>
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EXPECTATION	5.2.2.4.	<p>Recognizes own accomplishments.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror</p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p>
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EXPECTATION	5.2.2.5.	<p>Understands authority and simple rules, including the consequences for not following rules.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 14- Demonstrates self-control:</p> <p>14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</p> <p>Infants: 40- Understands the passage of time and how events are related:</p> <p>40.1-2 Responds to changes in routine or schedule Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed)</p>
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Kentucky Academic Standards

Early Childhood Education

Grade: Ages 13 to 24 months - Adopted: 2013

STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.1.	Demonstrates curiosity in the environment.
EXPECTATION	1.1.1.1.	Uses senses to explore the environment.

		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
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EXPECTATION	1.1.1.2.	<p>Uses play to explore objects in the environment.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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EXPECTATION	1.1.1.4.	<p>Explores spatial relationships, shapes, and numbers.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.2.	Responds to the environment.
EXPECTATION	1.1.2.1.	<p>Observes and/or imitates behavior.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring</p>

		<p>Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
EXPECTATION	1.1.2.2.	<p>Shows interest in listening to and repeating sounds.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p>
EXPECTATION	1.1.2.3.	<p>Works toward an objective.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.3.	Recalls information about the environment.
EXPECTATION	1.1.3.1.	<p>Recognizes and shows preference for familiar people and things.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

EXPECTATION	1.1.3.2.	<p>Locates an object that has been hidden from view.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
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STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.4.	Recognizes characteristics of people and objects.
EXPECTATION	1.1.4.1.	<p>Identifies and investigates the physical qualities of living and nonliving things.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>

EXPECTATION	1.1.4.2.	<p>Categorizes objects based on physical or functional similarity.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial</p>
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		<p>relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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EXPECTATION	1.1.4.4.	<p>Uses objects in realistic play – imitates the environment.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.1.	Demonstrates communication skills in order to express self.
STANDARD / ORGANIZER	2.1.1.	Engages in nonverbal communication for a variety of purposes.
EXPECTATION	2.1.1.1.	<p>Initiates communication by smiling and eye contact.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXPECTATION	2.1.1.2.	<p>Uses gestures and movements to express self.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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EXPECTATION	2.1.1.3.	<p>Uses movement or gestures to demonstrate understanding of vocalizations.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of</p>
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		<p>purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.1.4.	<p>Uses gestures or movements to solicit attention and/or to indicate wants and needs.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.1.5.	<p>Uses eye contact, gestures, and/or movement to request item or assistance.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences,</p>

		<p>and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.1.6.	<p>Uses movements and/or gestures to protest.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p>

		<p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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EXPECTATION	2.1.1.8.	<p>Uses movement or behavior to initiate interaction with a person, animal, or object.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.1.	Demonstrates communication skills in order to express self.
STANDARD / ORGANIZER	2.1.2.	Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.
EXPECTATION	2.1.2.1.	<p>Varies pitch, length, and volume of vocalizations.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
EXPECTATION	2.1.2.4.	<p>Engages in vocal play and/or vocal turn-taking.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.2.5.	<p>Uses specific vocalizations that have meaning to primary caregivers.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
EXPECTATION	2.1.2.7.	<p>Imitates sounds and words.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
EXPECTATION	2.1.2.8.	<p>Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2</p>

		<p>Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
EXPECTATION	2.1.2.9.	<p>Uses single words.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.2.10.	<p>Names several objects or persons upon request.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
EXPECTATION	2.1.2.11.	<p>Identifies items or people in pictures/photographs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
EXPECTATION	2.1.2.12.	<p>Increases the number of single words used in vocabulary.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.2.14.	<p>Uses phrases or short sentences.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
EXPECTATION	2.1.2.17.	<p>Uses 2-3 syllable words meaningfully.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.2.18.	<p>Carries on a conversation.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.1.2.20.	<p>Asks questions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.2.	Demonstrates listening and observing skills and responds to the communication of others.
STANDARD / ORGANIZER	2.2.1.	Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.
EXPECTATION	2.2.1.1.	<p>Responds to sights and/or sounds.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.2.1.2.	<p>Looks at speaker.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>

EXPECTATION	2.2.1.4.	<p>Establishes joint attention.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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EXPECTATION	2.2.1.5.	<p>Understands and responds to familiar words and/or alternative communication methods.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>
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EXPECTATION	2.2.1.6.	<p>Attends to and enjoys short stories, rhymes, finger plays, and songs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.2.	Demonstrates listening and observing skills and responds to the communication of others.
STANDARD / ORGANIZER	2.2.2.	Responds to the verbal and nonverbal communication of others.

EXPECTATION	2.2.2.1.	<p>Responds to communication of others and to sounds in the environment.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	2.2.2.2.	<p>Responds to others' expressions or emotion.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
EXPECTATION	2.2.2.3.	<p>Recognizes and responds appropriately to non-verbal signs and gestures.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>
EXPECTATION	2.2.2.4.	<p>Recognizes and responds appropriately to non-verbal signs and gestures.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>

EXPECTATION	2.2.2.5.	<p>Participates in turn-taking.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.2.2.6.	<p>Responds appropriately to requests or directions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
EXPECTATION	2.2.2.11.	<p>Responds to questions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p>
EXPECTATION	2.2.2.12.	<p>Demonstrates understanding of many vocabulary words.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	2.2.2.14.	<p>Gains information from stories, rhymes, and songs being read/sung aloud.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>

		<p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.3.	Demonstrates interest and engages in early literacy activities.
STANDARD / ORGANIZER	2.3.1.	Demonstrates interest and engagement in print literacy materials.
EXPECTATION	2.3.1.2.	<p>Attends to and/or makes contact with age-appropriate book, when presented.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p>

EXPECTATION	2.3.1.3.	<p>Manipulates age-appropriate book.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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EXPECTATION	2.3.1.4.	<p>Shows interest as age-appropriate book is read aloud.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>
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EXPECTATION	2.3.1.5.	<p>Turns pages awkwardly by him/herself.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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EXPECTATION	2.3.1.6.	Shows increasing skills in book handling and print directionality.
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		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
EXPECTATION	2.3.1.7.	<p>Selects book for adult to read.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>
EXPECTATION	2.3.1.9.	<p>Requests a favorite book to be read again.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>
EXPECTATION	2.3.1.10.	<p>Shows increased attention span for listening to stories.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>
EXPECTATION	2.3.1.11.	<p>Grasps thick crayon/marker/other writing tool and scribbles.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
EXPECTATION	2.3.1.13.	<p>Notices that there are both print and pictures on a page.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

		<p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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EXPECTATION	2.3.1.14.	<p>Makes lines and shapes with a variety of writing tools to represent objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.3.	Demonstrates interest and engages in early literacy activities.
STANDARD / ORGANIZER	2.3.2.	Demonstrates interest and engagement in stories, songs, and rhymes.
EXPECTATION	2.3.2.2.	<p>Attends and respond to hearing a story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

EXPECTATION	2.3.2.3.	<p>Participates in word games or fingerplays.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity:</p>
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		Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props
EXPECTATION	2.3.2.4.	<p>Sings or joins in on a specific story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	2.3.2.6.	<p>Asks to hear a specific story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

EXPECTATION	2.3.2.7.	<p>Create partial songs and rhymes.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.1.	Enjoys and engages in visual arts.
EXPECTATION	3.1.1.2.	<p>Attends to the facial expressions of adults.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p>

EXPECTATION	3.1.1.3.	<p>Gazes at pictures, photographs, and mirror images.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by</p>
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		<p>others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
EXPECTATION	3.1.1.5.	<p>Uses a variety of materials in exploring and creating visual art.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
EXPECTATION	3.1.1.6.	<p>Observes and describes visual art.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.2.	Enjoys and engages in movement and dance.
EXPECTATION	3.1.2.1.	<p>Responds to touch and motion.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
EXPECTATION	3.1.2.2.	<p>Explores the movement of self and/or objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
EXPECTATION	3.1.2.3.	Shows enjoyment for rhythmic patterns.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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EXPECTATION	3.1.2.4.	Enjoys moving to music. <u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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EXPECTATION	3.1.2.5.	Exhibits an increased variety of movements to express self. <u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.3.	Enjoys and engages in music.
EXPECTATION	3.1.3.1.	Responds to sounds, tones, and voices. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

EXPECTATION	3.1.3.2.	Responds to music. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group
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		<p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	3.1.3.3.	<p>Enjoys rhythms and song.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	3.1.3.4.	<p>Prefers repetition of familiar songs and rhythmic patterns.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

EXPECTATION	3.1.3.5.	<p>Expresses joy through music.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.4.	Enjoys and engages in pretend play and drama.
EXPECTATION	3.1.4.1.	<p>Imitates sounds, facial expressions and gestures of another person.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity:</p>

		<p>Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	3.1.4.2.	<p>Imitates the actions of other persons.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	3.1.4.3.	<p>Imitates sounds or actions of an animal or object.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p>
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		<p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	3.1.4.4.	<p>Utilizes voice and body as a means of artistic expression.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	3.1.4.5.	<p>Uses one object to represent another.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p>
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		<p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	3.1.4.6.	<p>Engages in pretend play.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge:</p>
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		Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.1.	Moves with purpose and coordination.
EXPECTATION	4.1.1.1.	Reaches for object. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects

EXPECTATION	4.1.1.3.	Transfer objects from one hand to another. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
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EXPECTATION	4.1.1.5.	Crawls. <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space
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EXPECTATION	4.1.1.6.	Uses furniture to raise or lower self to floor. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance
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EXPECTATION	4.1.1.7.	<p>Walks.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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EXPECTATION	4.1.1.8.	<p>Climbs low objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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EXPECTATION	4.1.1.9.	<p>Pushes and pulls toys while walking.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.2.	Demonstrates balance and coordination.
EXPECTATION	4.1.2.1.	<p>Sits independently with balance.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p>

		12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance
EXPECTATION	4.1.2.2.	<p>Stands without support.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
EXPECTATION	4.1.2.3.	<p>Moves from sitting to standing using hands.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
EXPECTATION	4.1.2.4.	<p>Squats without falling.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

EXPECTATION	4.1.2.5.	<p>Runs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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EXPECTATION	4.1.2.6.	<p>Throws object while standing.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.3.	Exhibits eye-hand coordination.
EXPECTATION	4.1.3.1.	<p>Reaches for objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

EXPECTATION	4.1.3.2.	<p>Makes random marks on paper.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress</p>
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		<p>Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
EXPECTATION	4.1.3.3.	<p>Stacks and places objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
EXPECTATION	4.1.3.4.	<p>Makes controlled scribbles.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.4.	Controls small muscles in hands.
EXPECTATION	4.1.4.1.	<p>Grasps and releases objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
EXPECTATION	4.1.4.2.	<p>Passes objects from one hand to the other and changes position of objects within their hands.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

EXPECTATION	4.1.4.3.	<p>Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.5.	Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.
EXPECTATION	4.1.5.1.	<p>Verbally or physically asks for food or drink.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>

EXPECTATION	4.1.5.2.	<p>Assists in feeding routines.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
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EXPECTATION	4.1.5.6.	<p>Participates in routines to maintain hygiene.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.1.	Demonstrates trust and engages in social relationships.
STANDARD / ORGANIZER	5.1.1.	Shows attachments and emotional connection towards others.
EXPECTATION	5.1.1.1.	<p>Responds to being held.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress</p>

		Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
EXPECTATION	5.1.1.2.	<p>Uses eye contact to establish, maintain, and discontinue interactions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	5.1.1.3.	<p>Recognizes familiar faces.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress</p>

		<p>Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	5.1.1.4.	<p>Exhibits separation anxiety.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	5.1.1.5.	<p>Use familiar adults as a base for exploration and for “emotional refueling”.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	5.1.1.6.	<p>Shows concern for others and recognizes other’s needs.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.1.	Demonstrates trust and engages in social relationships.
STANDARD / ORGANIZER	5.1.2.	Demonstrates desire to create relationships and understanding of these relationships with others.
EXPECTATION	5.1.2.1.	<p>Observes other people.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	5.1.2.2.	Engages in independent, parallel play. Contact with peers centers around toys and other objects.

		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>
EXPECTATION	5.1.2.3.	<p>Shows enjoyment in interactions with others.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	5.1.2.4.	<p>Initiates social contact.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	5.1.2.5.	<p>Develops friendship with peers.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible</p>

		<p>approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	5.1.2.6.	<p>Responds to praise or rewards from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	5.1.2.7.	<p>Develops sense of self as a separate person from others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions</p>

		differences and similarities between self and others between self and others
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EXPECTATION	5.1.2.8.	Identifies other people and their roles. <u>Progress Monitoring Skills</u> 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations
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EXPECTATION	5.1.2.9.	Focuses attention on others, notices likeness and differences. <u>Progress Monitoring Skills</u> 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others between self and others
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.2.	Demonstrates sense of self.
STANDARD / ORGANIZER	5.2.1.	Expresses and/or recognizes a variety of emotions.
EXPECTATION	5.2.1.1.	Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions. <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress

		<p>Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
EXPECTATION	5.2.1.2.	<p>Responds to emotional cues and social situations.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
EXPECTATION	5.2.1.3.	<p>Expresses emotions towards familiar persons, pets, or possessions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
EXPECTATION	5.2.1.4.	<p>Associates emotions with words and facial expressions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to</p>

		<p>familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.2.	Demonstrates sense of self.
STANDARD / ORGANIZER	5.2.2.	Develops the ability to control feelings and behavior and understands simple rules and limitations.
EXPECTATION	5.2.2.1.	<p>Seeks out ways to calm self.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>

EXPECTATION	5.2.2.2.	<p>Develops self-regulation.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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EXPECTATION	5.2.2.3.	<p>Expresses sense of self (autonomy).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress</p>
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		<p>Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others between self and others</p>
EXPECTATION	5.2.2.4.	<p>Recognizes own accomplishments.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
EXPECTATION	5.2.2.5.	<p>Understands authority and simple rules, including the consequences for not following rules.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

Kentucky Academic Standards

Early Childhood Education

Grade: **Ages 25 to 36 months** - Adopted: **2013**

STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.1.	Demonstrates curiosity in the environment.
EXPECTATION	1.1.1.1.	<p>Uses senses to explore the environment.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	1.1.1.2.	<p>Uses play to explore objects in the environment.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>
EXPECTATION	1.1.1.3.	<p>Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Explores the effects that simple actions may have on objects</p>
EXPECTATION	1.1.1.4.	<p>Explores spatial relationships, shapes, and numbers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
STRAND	KY.1.	Cognitive (Birth to Three)

CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.2.	Responds to the environment.
EXPECTATION	1.1.2.1.	<p>Observes and/or imitates behavior.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

EXPECTATION	1.1.2.2.	<p>Shows interest in listening to and repeating sounds.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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EXPECTATION	1.1.2.3.	<p>Works toward an objective.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STRAND	KY.1.	Cognitive (Birth to Three)
CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.3.	Recalls information about the environment.
EXPECTATION	1.1.3.1.	<p>Recognizes and shows preference for familiar people and things.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

STRAND	KY.1.	Cognitive (Birth to Three)
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CATEGORY / GOAL	1.1.	Explores the environment to gain information.
STANDARD / ORGANIZER	1.1.4.	Recognizes characteristics of people and objects.
EXPECTATION	1.1.4.1.	<p>Identifies and investigates the physical qualities of living and nonliving things.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

EXPECTATION	1.1.4.2.	<p>Categorizes objects based on physical or functional similarity.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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EXPECTATION	1.1.4.4.	<p>Uses objects in realistic play – imitates the environment.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.1.	Demonstrates communication skills in order to express self.
STANDARD / ORGANIZER	2.1.1.	Engages in nonverbal communication for a variety of purposes.
EXPECTATION	2.1.1.1.	<p>Initiates communication by smiling and eye contact.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

EXPECTATION	2.1.1.2.	<p>Uses gestures and movements to express self.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	2.1.1.3.	<p>Uses movement or gestures to demonstrate understanding of vocalizations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	2.1.1.4.	<p>Uses gestures or movements to solicit attention and/or to indicate wants and needs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p>

		<p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	2.1.1.5.	<p>Uses eye contact, gestures, and/or movement to request item or assistance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	2.1.1.6.	<p>Uses movements and/or gestures to protest.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

EXPECTATION	2.1.1.8.	<p>Uses movement or behavior to initiate interaction with a person, animal, or object.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.1.	Demonstrates communication skills in order to express self.
STANDARD / ORGANIZER	2.1.2.	Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.
EXPECTATION	2.1.2.1.	<p>Varies pitch, length, and volume of vocalizations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

EXPECTATION	2.1.2.4.	<p>Engages in vocal play and/or vocal turn-taking.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
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EXPECTATION	2.1.2.5.	<p>Uses specific vocalizations that have meaning to primary caregivers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
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EXPECTATION	2.1.2.7.	<p>Imitates sounds and words.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
EXPECTATION	2.1.2.8.	<p>Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	2.1.2.9.	<p>Uses single words.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	2.1.2.10.	<p>Names several objects or persons upon request.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
EXPECTATION	2.1.2.11.	<p>Identifies items or people in pictures/photographs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
EXPECTATION	2.1.2.12.	<p>Increases the number of single words used in vocabulary.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	2.1.2.14.	<p>Uses phrases or short sentences.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs
EXPECTATION	2.1.2.15.	<p>Uses pronouns to refer to self or others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION	2.1.2.17.	<p>Uses 2-3 syllable words meaningfully.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	2.1.2.18.	<p>Carries on a conversation.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION	2.1.2.19.	<p>Uses plurals.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION	2.1.2.20.	<p>Asks questions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.2.	Demonstrates listening and observing skills and responds to the communication of others.
STANDARD / ORGANIZER	2.2.1.	Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.
EXPECTATION	2.2.1.1.	<p>Responds to sights and/or sounds.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

EXPECTATION	2.2.1.4.	<p>Establishes joint attention.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
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EXPECTATION	2.2.1.6.	<p>Attends to and enjoys short stories, rhymes, finger plays, and songs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.2.	Demonstrates listening and observing skills and responds to the communication of others.
STANDARD / ORGANIZER	2.2.2.	Responds to the verbal and nonverbal communication of others.
EXPECTATION	2.2.2.1.	<p>Responds to communication of others and to sounds in the environment.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to</p>

		musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
EXPECTATION	2.2.2.2.	<p>Responds to others' expressions or emotion.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	2.2.2.5.	<p>Participates in turn-taking.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
EXPECTATION	2.2.2.6.	<p>Responds appropriately to requests or directions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
EXPECTATION	2.2.2.10.	<p>Demonstrates understanding of several pronouns.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION	2.2.2.11.	<p>Responds to questions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>
EXPECTATION	2.2.2.12.	<p>Demonstrates understanding of many vocabulary words.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2</p>

		<p>Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3</p> <p>Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4</p> <p>Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1</p> <p>Understands the meaning of common words like body parts and words used in books and songs</p>
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EXPECTATION	2.2.2.14.	<p>Gains information from stories, rhymes, and songs being read/sung aloud.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1</p> <p>Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1</p> <p>Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.3.	Demonstrates interest and engages in early literacy activities.
STANDARD / ORGANIZER	2.3.1.	Demonstrates interest and engagement in print literacy materials.
EXPECTATION	2.3.1.3.	<p>Manipulates age-appropriate book.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2</p> <p>Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2</p> <p>Holds the book and turns the pages when pretending to read</p>

EXPECTATION	2.3.1.5.	<p>Turns pages awkwardly by him/herself.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2</p> <p>Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2</p> <p>Holds the book and turns the pages when pretending to read</p>
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EXPECTATION	2.3.1.6.	<p>Shows increasing skills in book handling and print directionality.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>
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		<p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
EXPECTATION	2.3.1.11.	<p>Grasps thick crayon/marker/other writing tool and scribbles.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
EXPECTATION	2.3.1.13.	<p>Notices that there are both print and pictures on a page.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
EXPECTATION	2.3.1.14.	<p>Makes lines and shapes with a variety of writing tools to represent objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
STRAND	KY.2.	Communication (Birth to Three)
CATEGORY / GOAL	2.3.	Demonstrates interest and engages in early literacy activities.
STANDARD / ORGANIZER	2.3.2.	Demonstrates interest and engagement in stories, songs, and rhymes.
EXPECTATION	2.3.2.2.	<p>Attends and respond to hearing a story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness</p>

		<p>(discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	2.3.2.4.	<p>Sings or joins in on a specific story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	2.3.2.6.	<p>Asks to hear a specific story, rhyme or song.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	2.3.2.7.	<p>Create partial songs and rhymes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.1.	Enjoys and engages in visual arts.
EXPECTATION	3.1.1.2.	<p>Attends to the facial expressions of adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

EXPECTATION	3.1.1.3.	<p>Gazes at pictures, photographs, and mirror images.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
EXPECTATION	3.1.1.5.	<p>Uses a variety of materials in exploring and creating visual art.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
EXPECTATION	3.1.1.6.	<p>Observes and describes visual art.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.2.	Enjoys and engages in movement and dance.
EXPECTATION	3.1.2.1.	<p>Responds to touch and motion.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
EXPECTATION	3.1.2.2.	<p>Explores the movement of self and/or objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
EXPECTATION	3.1.2.3.	<p>Shows enjoyment for rhythmic patterns.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>

EXPECTATION	3.1.2.4.	<p>Enjoys moving to music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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EXPECTATION	3.1.2.5.	<p>Exhibits an increased variety of movements to express self.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.3.	Enjoys and engages in music.
EXPECTATION	3.1.3.1.	<p>Responds to sounds, tones, and voices.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

EXPECTATION	3.1.3.2.	<p>Responds to music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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EXPECTATION	3.1.3.3.	<p>Enjoys rhythms and song.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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EXPECTATION	3.1.3.4.	Prefers repetition of familiar songs and rhythmic patterns.
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		<p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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EXPECTATION	3.1.3.5.	<p>Expresses joy through music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND	KY.3.	Creative Expression (Birth to Three)
CATEGORY / GOAL	3.1.	Demonstrates interest and participates in various forms of creative expression.
STANDARD / ORGANIZER	3.1.4.	Enjoys and engages in pretend play and drama.
EXPECTATION	3.1.4.1.	<p>Imitates sounds, facial expressions and gestures of another person.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

EXPECTATION	3.1.4.2.	<p>Imitates the actions of other persons.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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EXPECTATION	3.1.4.3.	<p>Imitates sounds or actions of an animal or object.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p>
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		2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
EXPECTATION	3.1.4.4.	Utilizes voice and body as a means of artistic expression. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
EXPECTATION	3.1.4.5.	Uses one object to represent another. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
EXPECTATION	3.1.4.6.	Engages in pretend play. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.1.	Moves with purpose and coordination.
EXPECTATION	4.1.1.1.	Reaches for object. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
EXPECTATION	4.1.1.2.	Brings object to mouth. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)

		2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
EXPECTATION	4.1.1.3.	<p>Transfer objects from one hand to another.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION	4.1.1.5.	<p>Crawls.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
EXPECTATION	4.1.1.6.	<p>Uses furniture to raise or lower self to floor.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	4.1.1.7.	<p>Walks.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	4.1.1.8.	<p>Climbs low objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and</p>

		child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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EXPECTATION	4.1.1.10.	Kicks ball forward. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.2.	Demonstrates balance and coordination.
EXPECTATION	4.1.2.1.	Sits independently with balance. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play

EXPECTATION	4.1.2.2.	Stands without support. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
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EXPECTATION	4.1.2.3.	Moves from sitting to standing using hands.
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		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	4.1.2.4.	<p>Squats without falling.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	4.1.2.5.	<p>Runs.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

EXPECTATION	4.1.2.6.	<p>Throws object while standing.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.3.	Exhibits eye-hand coordination.
EXPECTATION	4.1.3.1.	<p>Reaches for objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

EXPECTATION	4.1.3.2.	<p>Makes random marks on paper.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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EXPECTATION	4.1.3.3.	<p>Stacks and places objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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EXPECTATION	4.1.3.4.	<p>Makes controlled scribbles.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress</p>
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		Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects
EXPECTATION	4.1.3.5.	<p>Attempts to catch and throw.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.4.	Controls small muscles in hands.
EXPECTATION	4.1.4.1.	<p>Grasps and releases objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	4.1.4.2.	<p>Passes objects from one hand to the other and changes position of objects within their hands.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION	4.1.4.3.	<p>Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p>

		<p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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STRAND	KY.4.	Motor (Birth to Three)
CATEGORY / GOAL	4.1.	Demonstrates motor skills in daily activities and adaptive/self-care routines.
STANDARD / ORGANIZER	4.1.5.	Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.
EXPECTATION	4.1.5.1.	<p>Verbally or physically asks for food or drink.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>

EXPECTATION	4.1.5.2.	<p>Assists in feeding routines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
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EXPECTATION	4.1.5.5.	<p>Participates in dressing routines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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EXPECTATION	4.1.5.6.	<p>Participates in routines to maintain hygiene.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.1.	Demonstrates trust and engages in social relationships.
STANDARD / ORGANIZER	5.1.1.	Shows attachments and emotional connection towards others.
EXPECTATION	5.1.1.1.	<p>Responds to being held.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

EXPECTATION	5.1.1.2.	<p>Uses eye contact to establish, maintain, and discontinue interactions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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EXPECTATION	5.1.1.3.	<p>Recognizes familiar faces.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
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		2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
EXPECTATION	5.1.1.5.	<p>Use familiar adults as a base for exploration and for “emotional refueling”.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
EXPECTATION	5.1.1.6.	<p>Shows concern for others and recognizes other’s needs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.1.	Demonstrates trust and engages in social relationships.
STANDARD / ORGANIZER	5.1.2.	Demonstrates desire to create relationships and understanding of these relationships with others.
EXPECTATION	5.1.2.2.	<p>Engages in independent, parallel play. Contact with peers centers around toys and other objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
EXPECTATION	5.1.2.3.	<p>Shows enjoyment in interactions with others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and</p>

		<p>learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
EXPECTATION	5.1.2.4.	<p>Initiates social contact.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
EXPECTATION	5.1.2.5.	<p>Develops friendship with peers.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of</p>

		<p>time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
EXPECTATION	5.1.2.6.	<p>Responds to praise or rewards from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
EXPECTATION	5.1.2.7.	<p>Develops sense of self as a separate person from others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique</p>

		<p>characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.2.	Demonstrates sense of self.
STANDARD / ORGANIZER	5.2.1.	Expresses and/or recognizes a variety of emotions.
EXPECTATION	5.2.1.1.	<p>Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

EXPECTATION	5.2.1.2.	<p>Responds to emotional cues and social situations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	5.2.1.3.	<p>Expresses emotions towards familiar persons, pets, or possessions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	5.2.1.4.	<p>Associates emotions with words and facial expressions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
STRAND	KY.5.	Social Emotional (Birth to Three)
CATEGORY / GOAL	5.2.	Demonstrates sense of self.
STANDARD / ORGANIZER	5.2.2.	Develops the ability to control feelings and behavior and understands simple rules and limitations.
EXPECTATION	5.2.2.1.	<p>Seeks out ways to calm self.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
EXPECTATION	5.2.2.2.	<p>Develops self-regulation.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
EXPECTATION	5.2.2.3.	<p>Expresses sense of self (autonomy).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p>

		<p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
EXPECTATION	5.2.2.4.	<p>Recognizes own accomplishments.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
EXPECTATION	5.2.2.5.	<p>Understands authority and simple rules, including the consequences for not following rules.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring</p>

		<p>Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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